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ABSTRACT

A three-year study was conducted to evaluate the implementation of the Transitional School Model in the Des Moines, Iowa, Independent Community School District. The model was designed to provide early adolescents in grades 6-8 with a more comprehensive bridge between elementary school and high school by emphasizing students' physical, emotional, social, and intellectual development. The basic skills and exploratory curriculum were conducted during seven class periods, and an additional 20-to-30 minute period was devoted to advisory activities concerning personal development. Each school developed its own program involving teachers, counseling, and extracurricular activities. Data collection activities focused on implementation of program goals, using questionnaires administered to principals, students, teachers, and parents. Results indicated a more comprehensive program than the traditional junior high school program, with a slight gain in academic achievement. The exploratory program was the most successfully achieved goal, but one-fourth of the students wanted even greater variety in course offerings. Student enrollment in cocurricular activities was high. The new teacher advisory component was controversial, but staff received high ratings. The principal's data collection forms, the teacher opinionnaires, and the student surveys are appended. (GDC)

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REPORT OF EVALUATION

Transitional Schools

Department of Evaluation, Research and Testing
Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, Iowa 50307

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I. INTRODUCTION

This report marks the end of a three year study of the implementation of the Transitional School Model in the Des Moines Independent Community School District. The primary focus of this evaluation was to monitor the implementation of the goals of the program. Some of the results of the formative evaluations conducted in 1983-84, 1984-85, and 1985-86 are plotted simultaneously to illustrate more clearly the growth and development of the program. The 1985-86 evaluation efforts also included provisions to examine the effects of the program. In the pages that follow all procedures used in the evaluation and their results are presented following a brief history and description of the transitional school model employed in the district.

As with all evaluations, the scope of this evaluation must be limited by some set of parameters which contain the evaluation to a manageable and affordable breadth. Many elements of the transitional school have not been evaluated and there is some question as to whether they should be. The philosophical bases underlying the transitional school model, the appropriateness of the goals themselves, the contribution of each of the goals to the success (or lack of success) of the endeavor, the vertical integration of the philosophy, program and methods into the total K-12 experience of the students, and such mundane--but sometimes controversial--topics as the name given the model and the schools, all may be worthy of evaluation but cannot be included without an undue expenditure of both staff time and dollars that might better be employed elsewhere within the educational enterprise. As a result, many times evaluations raise more questions than they answer. This should be an expected outcome of any evaluation and it may be one of its more important functions.

As with all innovations, adoption and maturity of an original program or idea passes through an evolutionary sequence. The sequence, according to James Lade, goes:

1. indignant rejection
2. reasoned objection
3. qualified opposition
4. tentative acceptance
5. qualified endorsement
6. judicious modification
7. cautious adoption
8. impassioned espousal
9. proud parenthood
10. dogmatic propagation

After three years of the Transitional School Model it is difficult to determine the current evolutionary stage this model has reached. Certainly, it is continuing to evolve as each year brings more "judicious modification" due to changing conditions in the state of the economy, community attitudes, faculty acceptance and the growing or receding popularity of certain practices in the eyes of the students, parents, teachers, school principals, and the general community. It would probably be desirable not to evolve to the stage of "dogmatic propagation."

Discussion and varied opinions continue regarding such matters as the Teacher-Advisory program, transitional school level athletics, after-school activities programs, use of the 7-period day, and a host of other program elements. Perhaps the major core of any remaining controversy regarding the program lies in the fact that the transitional school model is construed by many as a revival of the "middle school" movement of the 1960s which was judged to be a somewhat liberal approach to the education

of early adolescents. Since education nationally is now going through a period of more conservative emphasis, full acceptance and approval of a program like the transitional school is bound to be seen as somewhat out of step with current popularity. Transitional school model proponents have countered this expected opposition by placing strong emphasis on the teaching of basic skills as an integral part of the model.

As a result, this evaluation will studiously avoid any attempt to influence or affect the philosophical bents of the readers; however, it does attempt to bring to light more clearly just what is happening within the transitional schools as the program has been implemented and how the key "players" feel about the program that has now concluded its third year of operation.

II. THE TRANSITIONAL SCHOOL MODEL

Philosophy and Intent

The transitional school model was implemented in recognition of the special affective and developmental needs of early adolescent youngsters in a contemporary society. Although the conventional junior high school model, with its emphasis on academic subject specialization, prepared students for the high school curriculum, it did not address many of the affective needs of students. The transitional school model was specially designed to provide a more comprehensive bridge between the elementary and high schools by emphasizing the physical, emotional, and social development, as well as the intellectual development, of students.

Development and planning of the Des Moines transitional school program was conducted by a committee of teachers, administrators and parents. After reviewing current literature on the subject, the committee proposed the following statement of philosophy:

> "The basic purpose of the transitional school is to provide a positive learning environment for the emerging adolescent with emphasis on correlating the intellectual, physical, emotional, and social needs of the student. Therefore, the curriculum will provide for a planned sequence of concepts and skills in the basic education area; exploratory experiences to meet the unique needs of the individual; and opportunities to investigate personal concerns and future endeavors. The diversity in early adolescent learning styles requires instruction that will employ a variety of teaching techniques."

The committee was also responsible for developing the program objectives which include provisions for:

1. A comprehensive and developmental program in basic skills using a variety of learning experiences with a curriculum design based on the stated objectives for each discipline.
2. An exploratory program that enables each student to explore interests and to develop abilities in such areas as music, art, industrial arts, home economics, business, creative drama, speech, and foreign language.
3. Advisory programs to assist students with self-expression and decision-making; to prepare them to make appropriate educational, recreational, and career choices.
4. A unique atmosphere and program that differs from elementary and high school to emphasize a variety of co-curricular activities appropriate for this age.
5. Flexible scheduling, interdisciplinary and disciplinary teaming, and a variety of instructional groupings to enhance effective instruction at all levels.
6. A staff that is caring, competent in teaching skills, and cognizant of the special nature of early adolescence.
7. A variety of teaching strategies to match the specific learning styles of students.
8. Guidance experiences to develop attitudes and knowledge needed to plan future educational choices, assume responsible citizenship and promote growth of self-discipline, self-motivation, and appreciation of self and others.

9. The infusion of study skills and career education into all subject areas.
10. Special classes to meet individual educational and emotional needs of students.
11. Ongoing professional growth activities for all staff in the transitional school based upon perceived needs.
12. An annual evaluation of all transitional schools to assess the delivery of the educational services described in this report.

As stated, the implementation of the philosophy and objectives cannot be evaluated literally. Few are quantifiable or measurable and many include multiple outcomes. Therefore, the aim of this evaluation was to report salient and pertinent facts regarding each objective. The comments at the end of the report emphasize those findings that seem most important to the evaluators. Recommendations are based primarily on the evaluation results, but are also drawn on knowledge regarding the district.

Curriculum and Instruction

According to the philosophy statement and program goals, the transitional school provides a three-pronged curriculum that includes basic skills instruction, exploratory courses, and personal development activities. Basic skills and exploratory courses are spread over seven class periods. An additional 20-30 minute period is devoted to advisory activities (e.g., personal development).

Basic Skills Instruction. By definition, basic skills instruction focuses on the intellectual development of students and encompasses the entire heirarchy of cognitive knowledge. This component of curriculum builds on elementary academic achievement and prepares students for the specialized curriculum of the high school. Each subject area within the curriculum has specified district objectives that are to be achieved. Appendix A outlines the course topics of the skills component by grade.

Exploratory Courses. Exploratory courses encourage students to develop their talents and interests in such areas as music, drama, language, and psychomotor skills. Appendix B outlines the exploratory curriculum presented in the proposed model by grade. Although a few of these courses were discontinued due to budget cuts and insufficient student interest, most are still in place. It is evident that the transitional school approach provides greater latitude to 6th and 7th grade students to participate in these types of courses than would be available to them in a traditional junior high school curriculum.

Personal Development. The personal development portion of the transitional school curriculum emphasizes the development of characteristics in the affective domain. The components of this aspect include a Teacher/Advisory program (T/A), expanded counseling services, and various extracurricular activities to help students acquire greater appreciation for themselves and others. Although the components were implemented at every school, the specific activities and programs varied according to the perceived needs of the students at each building and the particular qualifications of each building's staff.

The T/A programs were designed to bring the staff and the students closer together through planned activities. Transitional school staff played an important role in the development and implementation of the T/A program. The program was developed by the teachers and the guidance counselors. Teachers and administrative personnel also met daily with a group of 15-20 students to implement the program. Part of the implementation included initiating periodic contact with parents and serving as a liaison among students, the administration, counselors, and other staff members.

Transitional schools were free to develop a T/A program that meets the needs of their students; the actual programs at each school varied. For example, T/A groups included students from 6th, 7th and 8th grades or were homogenous with respect to grade. Activities included such diverse activities as intramural athletics, scholastic activities, discussions and exercises that address issues relevant to early adolescent students. Topics typically covered in all the T/A programs included: alcohol and substance abuse prevention, peer relations, study skills, and decision-making. Scope and sequence outlines and many of the materials for the T/A program for each school may be found in the Curriculum Library at the Administrative Offices.

The primary goal of the guidance activities was to promote the growth and development of students. Counselors at the transitional school worked with parents, staff and community organizations, as well as with students to facilitate this process. They served as liaisons between parents and the school and were available to discuss school policy, procedures, and the development of students. The counselors were an

instrumental factor in the development, implementation and maintenance of the T/A program and established and maintained communications with important community service providers to insure that all possible needs of students were met. Counselors also provided group and individual counseling for orientation and course scheduling, career education and planning, job placement, and personal issues.

Finally, a variety of programs and intramurals were organized to provide students the opportunity to pursue their interests and abilities. These programs included clubs and athletic activities as well as a series of mini-courses directed at early adolescent recreation and intellectual interests.

Teaching. Another aspect that distinguishes the transitional school model from a traditional junior high school model is the role of the teacher. The holistic emphasis on student development increases the need for teachers who are not only specialists in their academic areas but who are aware of and sensitive to the cognitive, emotional, and developmental needs of early adolescent students. They must also be adept at a variety of teaching strategies and must be flexible to adjust their teaching strategies to meet the needs of their students.

Summary

The transitional school model introduced in the Des Moines public schools seems a more comprehensive program for students at this level. The curriculum which has been taught over the past three years has emphasized physical, emotional and social skill development, as well as the intellectual development of students in an effort to better

prepare them to meet the needs of a changing world. The objectives of the program are targeted toward these outcomes. The purpose of this evaluation is to examine the extent to which the original goals and objectives of the program were implemented and to determine if student achievement has changed during the three years the model has been in operation.

III. PLAN OF EVALUATION

Appendix C outlines the original plan of evaluation. The plan called for the collection of a wide variety of both formative and summative information. Some of the data collected were to guide the formation of the transitional school model in its first years; other data were accumulated in order to make judgments of worth or value regarding the program after it has been in operation for a period of three years.

The original plan called for sampling student, teacher, and parent perceptions regarding the implementation of the program, as well as examining school activity and achievement records. Although the basic format has remained the same, personnel turnovers, personnel reductions, time constraints, changes in the testing years, and the development of more specific concerns among the planning committee, teachers, parents, and board members, resulted in several minor modifications in the original design.

The data collected in the first two years of evaluation were made available to the secondary department in early summer of each year. The secondary department has made two interim reports to the board of education on the status and implementation of the transitional school model.

1983-84

Most of the data collection forms employed in the original evaluation design are found in Appendix D. The student questionnaire used (Student Opinion Inventory, copyrighted by National Study of School Evaluation) is under copyright protection and is therefore omitted from the appendix. This inventory was originally approved for use by the principal's steering committee, but with some misgivings regarding its applicability. Their misgivings were well founded.

In 1983-84 parent and teacher opinions were solicited on the relative perceived benefits of the various exploratory courses (Goal 2). The evaluation of staff (Goal 6) was based primarily on student perceptions gathered from the Student Opinion Inventory. Heavy emphasis was placed on descriptive information of building activities supplied by the principals at each building.

1984-85

The original (1983-84) program evaluator (parttime) was a teacher being considered for assignment to an administrative position. Following the data collection she was then named a secondary vice principal. The 1984-85 evaluation was assigned to a program evaluator (graduate student intern) who began working parttime in the district in January 1985.

An examination of the 1983-84 results identified some limitations in the data collection forms and minor revisions were made for 1984-85 in order to make the information more complete. These revised forms are found in Appendix E. In particular, because of increased board concern, the revised forms emphasized the extra- and co-curricular activities and included activity categories to standardize the exploratory and advisory descriptive information. No data were collected from parents in 1984-85 due to the limited amount of time available from the student evaluation intern.

In addition, the planning committee of principals felt that the student questionnaire failed to address the goals and objectives of the transitional school program. The National Study of School Evaluation questionnaire was adapted and amended for use in Spring 1985. This provided information regarding the staff, extracurricular activities, school climate and courses.

September 9, 1986

TO: Dr. William A. Anderson, Superintendent

FROM: Morris D. Wilson, Director, Evaluation, Research & Testing

SUBJECT: Transitional School Evaluation

Attached is the REPORT OF EVALUATION, Transitional Schools, for review by the Cabinet. After review it is recommended that the report be forwarded to the Board of Education for information.

The Instructional Division has been provided the report and plans to study and review both this report and the TRANSITIONAL SCHOOL REVIEW COMMITTEE REPORT, dated June 10, 1986. Their study will probably not begin until October, since they have some concern about bringing transitional school staff members together for extended periods at the beginning of the school year. Following study and review the Instructional Division will present comments and recommendations to the Board in time for implementation of any changes for the 1987-88 school year.

Attachment:
Report of Evaluation

1985-86

As 1985-86 was the final year of the three year study, considerable effort was made to follow the original plan and evaluate all of the goals of the Transitional School program; however, modifications were again made to improve the reliability and validity of the data. Data collection forms for 1985-86 may be found in Appendix F.

For the third year, Principal Data Collection forms were employed to provide descriptive information regarding the implementation of the program. Few modifications of the 1984-85 forms were required; however, considerable revisions of the 1983-84 forms (some of which were not used in 1984-85) were necessary. Information on the infusion of career and study skills (Goal 9) was collected from the teachers rather than the principals.

The 1985-86 evaluation sampled all individuals directly involved in the transitional school program (i.e., administrators, teachers, counselors, parents, and students). These surveys were also more comprehensive. For example, input solicited from teachers included information on such things as the exploratory courses, advisory program (T/A), co-curricular activities, study and career skills, and professional growth activities. In addition to feedback regarding the staff, students and parents were asked to provide information regarding extracurricular activities, school climate, exploratory and T/A programs. Finally, as a part of the summative evaluation, transitional school administrators, parents and teachers were asked to evaluate the goals of the Transitional School program.

Transitional School counselors are instrumental in the development of the T/A program at each building. To ensure a balanced and complete representation of the impact of the T/A program, transitional counselors were also surveyed as part of the 1985-86 data collection.

IV. RESULTS OF EVALUATION

1986 Survey Information

As previously stated, the opinions of teachers, parents, administrators, students, and counselors were all surveyed regarding various aspects of the transitional school model and its success. This broad input was sought to better inform the district administration and board of education of the degree of acceptance and success the transitional schools have attained.

While the questions within each of the group surveys applied to the evaluation of several goals, an analysis of each of the group surveys is provided below so the reader may better grasp the survey's content and general methodology. A copy of each of the 1986 surveys is contained in Appendix F. The reader may wish to refer to these forms from time to time.

Return Rates. Several questionnaires, as previously explained, have been administered for all three years the Transitional School model has been implemented. Others were administered during both 1983-84 and 1985-86, while still others were administered only in 1985-86 in order to round out the information necessary to have a complete picture of the program. Table 1, below, displays the rate of return of the data collection instruments during each of the three years.

TABLE 1

DATA COLLECTION INSTRUMENTS
(Percent Returned)

INSTRUMENT	1983-84	1984-85	1985-86 N Sent	1985-86 % Return
Building data form	100	100	10	100
Student Questionnaire	71.6	88.4	6018	90.6
Parent Questionnaire	33.6	*	1297	36.2
Teacher Questionnaire	53.1	*	241	88.7
Administrator Questionnaire	*	*	25	89.3
Counselor Questionnaire	*	*	20	90.0

*Not administered this year

From a statistical viewpoint it is probable that a sufficient rate of return was obtained from all the 1985-86 instruments for each to be considered a satisfactory sample for each group surveyed, although the response received from the parent survey was moderate. Therefore, the results may be considered representative of the populations that were surveyed. Because of the number and complexity of the surveys, the design and administrative procedures are described for each survey. These descriptions are intended to clarify the evaluation of each goal which is made later in the report.

Teachers Survey - 1986

During the spring of 1986 a total of 272 Transitional School classroom teachers were surveyed to assist in gathering evaluation information for the Transitional Schools. A copy of the survey form is contained in Appendix F. Of the 272, 88.73 percent (241) usable survey forms were returned.

One section of the survey asked teachers to rate the importance of each of the 12 transitional school goals on a scale of 1 (not important) to 5 (very important). Parallel with the importance rating, teachers were asked to rate their perception of the extent to which each goal was accomplished by the program. As in all "needs assessment" type surveys, one always expects the second rating (accomplished) to be somewhat less than the first rating (importance). The resulting gap between the two ratings for each goal then becomes the "need" for added instruction or effort. Such surveys can become somewhat misleading when each goal item is considered in isolation. However, if one obtains an "average difference" by summing the difference for each goal rating and dividing by the total number of goals (12), then subtracting that average difference from the difference for each goal, the expressed "need" for additional instruction or effort will become more apparent in comparison to the other goals. This has been done in Table 2. Column 1 shows the mean (average) importance rating given each goal by the teachers, column 2 shows the mean perception of the extent to which each goal was accomplished by the program, column 3 shows the difference between the first two columns, and column 4 displays that same difference when the mean (average) difference for all 12 goals (-.63) is subtracted. For the purposes of this report, when the amount in column 3 is less than -.63 it has been shown in column 4 as a positive (+) number since this better reflects that particular goal's relative "need" as seen by the group being surveyed.

TABLE 2

RESULTS OF 1986 TEACHERS SURVEY

GOAL	Mean Ratings		Diff.	Difference Minus mean
	Import.	Accomp.		
1. A comprehensive and developmental program in basic skills using a variety of learning experiences with a curriculum design based on the stated objectives for each discipline.	4.63	3.84	-.79	-.16
2. An exploratory program that enables each student to explore interests and to develop abilities in such areas as music, art, industrial arts, home economics, business, creative drama, speech, and foreign language.	4.46	4.27	-.19	+.44
3. Advisory programs to assist students with self-expression and decision-making; to prepare them to make appropriate educational recreational, and career choices.	3.99	3.30	-.69	-.06
4. A unique atmosphere and program that differs from elementary and high school to emphasize a variety of co-curricular activities appropriate for this age.	4.08	3.59	-.49	+.14
5. Flexible scheduling, interdisciplinary and disciplinary teaming, and a variety of instructional groupings to enhance instruction at all levels.	3.77	2.97	-.80	-.17
6. A staff that is caring, competent in teaching skills, and cognizant of the special nature of adolescence.	4.84	4.30	-.54	+.09
7. A variety of teaching strategies to match the specific learning styles of students.	4.54	4.02	-.42	+.21
8. Guidance experiences to develop attitudes and knowledge needed to plan future educational choices, assume responsible citizenship, and promote growth of self-discipline, self-motivation, and appreciation of self and others.	4.37	3.37	-1.00	-.37
9. The infusion of study skills and career education into all subject areas.	4.00	3.14	-.86	-.23
10. Special classes to meet individual educational and emotional needs of students.	4.34	3.89	-.45	+.18
11. Ongoing professional growth activities for all staff in the transitional school based upon perceived needs.	4.19	3.46	-.73	-.10
12. An annual evaluation of all transitional schools to assess the delivery of the educational services described in this report.	3.89	3.29	-.60	+.03
MEAN DIFFERENCE			-.63	

We have thereby generated a scale where program goals for which teachers perceive the degree of success as being higher than the mean difference of importance minus accomplishment are shown as positive (+) while those where perceived success is less than the mean difference of importance minus accomplishment are shown as negative (-). Thus, Goal 2 (exploratory program) is perceived by the teachers as the most successful of all the twelve goals, followed by Goal 7 (teaching strategies), Goal 10 (special classes), and Goal 4 (co-curricular activities).

On the negative side, Goal 9 (infusion of study skills and career education) is perceived by the teachers as having the least success, followed by Goal 9 (guidance experiences), Goal 5 (flexible scheduling, teaming), Goal 1 (basic Skills), and Goal 11 (professional growth). Goals 3, 6 and 12 would seem to be perceived by teachers as being accomplished approximately as successfully as their importance dictates.

The second area of the survey, relative contribution of each exploratory course to student experience, is reported with the results from parents, students, counselors and principals in the section related to Goal 2, later in this report.

Parent Survey - 1986

Parents, like teachers, were asked to rate both the importance and accomplishment of each of the 12 goals, and the degree to which the exploratory courses contributed to transitional school students' exploratory experience. A total of 1294 parents were randomly selected proportionately by building and were mailed the survey form in April. Of that number, 470 (36.24 percent) returned completed survey forms. The number of returns by building ranged from 39 to 61. While a high

rate of return is desirable, the percent returned by the parents may be considered sufficient to generalize the results to the entire population of transitional school parents.

The survey format was the same as that for teachers. Parents were asked to rate the transitional school goals on a double scale (degree of importance; degree accomplished) and the exploratory courses on the degree of contribution. The scales ranged from 1 (low) to 5 (high). The results were calculated in the same manner as explained for teachers for all respondent groups, so that the data could be compared across groups. Table 3 shows the results. The reader should note that parents were asked to rate only those eight of the twelve transitional school goals that they should have had sufficient knowledge upon which to base a judgment. Goals dealing with the flexible scheduling/teaming, special classes, professional growth, and program evaluation were not rated by the parents. While some parents were familiar with a few of these four goals, it was felt that not all parents would be able to make a knowledge-based judgment on the four that were omitted.

Parents perceived Goal 4 (co-curricular activities as the most successful of the 8 goals they rated, followed by Goal 2 (exploratory program) and Goal 1 (basic skills). Having the least success in the eyes of the parents were Goals 8 (guidance and counseling), 9 (study skills and career education), 3 (advisory programs), and 6 (staff). The parents saw Goal 7 (variety of teaching methods) as accomplished approximately equal to its importance. A copy of this survey form may also be found in Appendix F.

TABLE 3

RESULTS OF 1986 PARENTS SURVEY

GOAL	Mean Ratings		Diff.	Difference minus mean
	Import.	Accomp.		
1. A comprehensive and developmental program in basic skills using a variety of learning experiences with a curriculum design based on the stated objectives for each discipline.	4.56	3.67	-.89	+.10
2. An exploratory program that enables each student to explore interests and to develop abilities in such areas as music, art, industrial art, home economics, business, creative drama, speech, and foreign language.	4.47	3.95	-.52	+.47
3. Advisory programs to assist students with self-expression and decision-making; to prepare them to make appropriate educational recreational, and career choices.	4.48	3.29	-1.19	-.20
4. A unique atmosphere and program that differs from elementary and high school to emphasize a variety of co-curricular activities appropriate for this age.	4.14	3.49	-.65	+.34
5. A staff that is caring, competent in teaching skills, and cognizant of the special nature of adolescence.	4.79	3.63	-1.16	-.17
6. A variety of teaching methods to match the specific learning styles of students.	4.50	3.48	-1.02	-.03
7. Guidance and counseling experiences to develop attitudes and knowledge needed to plan future educational choices, assume responsible citizenship, and promote growth of self-discipline, self-motivation, and appreciation of self and others.	4.65	3.38	-1.27	-.28
8. The teaching of study skills and career education in all subject areas.	4.58	3.39	-1.19	-.20
MEAN DIFFERENCE			-.99	

Administrators Survey - 1986

In addition to completing the Principal's Data Collection form (Appendix F), Transitional School principals and vice principals were also asked to complete an Administrator Survey (also in Appendix F). The format was the same as the Teachers and Parents Surveys.

A total of 25 transitional school administrators responded to the survey. This represented all administrators at the transitional level. Respondents were asked to rate both the importance and the degree to which each of the 12 goals was accomplished on a scale of 1 (low) to 5 (high). The difference between the rating for importance and that for the degree accomplished for each of the 12 goals was computed, then an average difference for all 12 goals was determined (-.83).

Finally, the average difference (-.83) was subtracted from the difference for each of the 12 goals and that figure was placed in column 4. When the amount in column 3 was less than -.83 it was shown in column 4 as a positive (+) number. The results are contained in Table 4.

A comparison of the tables for teacher results with those of principals will show that the administrators rated the importance of each goal somewhat higher than the teachers and the degree of accomplishment slightly lower, resulting in a mean difference of -.83 rather than the teachers' mean difference of -.63. However, there were many similarities between the two groups.

Administrators, like teachers perceived Goal 2 (exploratory program) as the most successful of the twelve goals. This was followed by Goal 4 (co-curricular activities) and Goals 10 (special classes) and 1 (basic skills). The two groups disagreed considerably on Goal 7 (teaching strategies) with the administrators having a score of -.45 and the teachers scoring +.21.

TABLE 4

RESULTS OF 1986 ADMINISTRATORS SURVEY

GOAL	Mean Ratings Import.	Accomp.	Diff.	Difference minus mean
1. A comprehensive and developmental program in basic skills using a variety of learning experiences with a curriculum design based on the stated objectives for each discipline.	4.64	4.00	-.64	+.19
2. An exploratory program that enables each student to explore interests and to develop abilities in such areas as music, art, industrial arts, home economics, business, creative drama, speech, and foreign language.	4.56	4.32	-.24	+.59
3. Advisory programs to assist students with self-expression and decision-making; to prepare them to make appropriate educational recreational, and career choices.	4.40	3.60	-.80	+.03
4. A unique atmosphere and program that differs from elementary and high school to emphasize a variety of co-curricular activities appropriate for this age.	4.44	3.88	-.56	+.27
5. Flexible scheduling, interdisciplinary and disciplinary teaming, and a variety of instructional groupings to enhance instruction at all levels.	4.12	3.08	-1.04	-.21
6. A staff that is caring, competent in teaching skills, and cognizant of the special nature of adolescence.	4.96	3.92	1-04	-.21
7. A variety of teaching strategies to match the specific learning styles of students.	4.68	3.40	-1.28	-.45
8. Guidance experiences to develop attitudes and knowledge needed to plan future educational choices, assume responsible citizenship, and promote growth of self-discipline, self-motivation, and appreciation of self and others.	4.76	3.79	-.97	-.14
9. The infusion of study skills and career education into all subject areas.	4.20	3.36	-.84	-.01
10. Special classes to meet individual educational and emotional needs of students.	4.44	3.80	-.64	+.19
11. Ongoing professional growth activities for all staff in the transitional school based upon perceived needs.	4.67	3.50	-1.17	-.34
12. An annual evaluation of all transitional schools to assess the delivery of the educational services described in this report.	4.63	3.92	-.72	+.11
MEAN DIFFERENCE			-.83	

Administrators agreed with teachers that Goals 5 (flexible scheduling, teaming), 8 (guidance experiences), and 11 (professional growth) had the least success. The ratings for each goal across all groups surveyed are presented again in the sections dealing with the evaluation of each of the 12 goals.

Administrators were not asked to rate the relative contribution of each exploratory course to student experience.

Students Survey - 1986

A blanket survey of students was made to obtain their opinions on a variety of issues related to the transitional school model. From the blanket survey of all transitional school students 5,452 usable surveys (90.6 percent) were returned. A copy of this survey form may also be found in Appendix F.

Several of the items included in the survey were "open-ended," that is, they asked for written answers that did not call for rating information which could be combined to provide an overall evaluation of the transitional school program. Many of these questions were designed to solicit student suggestions to improve the program rather than evaluate it. However, question 8 ("Would you rather...meet with your T/A or homeroom every day OR spend the time in your regular classes?") was evaluative in nature, as were all the 24 items in section B of the survey. Section B asked students to rate 24 statements on a scale of "agree," "uncertain," or "disagree." The results for each of the 24 items may be found in Appendix G, Table 34.

The items in Section B were than grouped to provide evaluative information for several goals of the transitional program. Items 1-8 and 10-19 were used to evaluate Goal 6, item 9 to evaluate Goal 7, items 20-22 for Goal 4, and items 23-24 to evaluate Goal 2. These grouped results are shown in Table 5, below.

TABLE 5

CATEGORIZED RESULTS OF STUDENT SURVEY - 1986
PART B

CATEGORY	N	AGREE n	AGREE %	UNCERTAIN n	UNCERTAIN %	DISAGREE n	DISAGREE %
Staff	96343	41171	42.7	32540	33.8	22637	23.5
Teaching methods	5380	3164	58.8	1407	26.2	809	25.0
Extracurricular	15810	8168	51.7	5428	34.3	2214	14.0
Courses	10461	3714	35.5	3739	35.7	3008	28.8

Counselors Survey - 1986

Unlike the surveys given teachers, parents, students and administrators, the counselors survey was confined to gathering opinions and data on those aspects of the transitional school program with which counselors were most closely involved. A review of the survey form in Appendix F will more closely define these areas for the reader.

Table 6 displays the results obtained from item 2 of the survey: "Indicate your involvement with the Teacher/Advisory program (check all that apply)."

TABLE 6

COUNSELOR INVOLVEMENT WITH TEACHER/ADVISORY PROGRAM

TYPE OF INVOLVEMENT	% OF COUNSELORS INVOLVED
T/A Instructor	38.9
Development Consultant	55.6
Staff Support	83.3
Train Staff	50.0
Other	38.9

Counselors were also asked to estimate the number of minutes per week they devoted to T/A and individual or group counseling. This was based upon an estimate of 2,200 minutes per week total on-the-job time. According to the self-report information from counselors, approximately 4 percent of their time was devoted to T/A, while 36 percent was devoted to individual counseling, and 17 percent to group counseling. Simple arithmetic shows that the three categories of activities accounted for approximately 57 percent of the counselors' time. No measure of specific activities of the remaining 43 percent of the counselors' time was made in this survey, which would tend to raise some immediate questions. However, in a previous study[1] it was found that counselors do have a wide variety of other tasks. These include direct contacts with parents, working with teachers regarding students, meetings with educational specialists (staffings, for example), clerical duties, and a variety of routine tasks expected of all building staff (lunchroom duty, etc.).

[1]Roberts, Joan and Darrell L. Weslander, Report of Evaluation: Guidance and Counseling Program, K-12, Department of Evaluation, Research and Testing, Des Moines Independent Community School District, September 11, 1984.

V. EVALUATION OF THE TRANSITIONAL SCHOOL GOALS

The major intent of this evaluation report is to provide the reader with an evaluation of the stated goals of the transitional school program as specified in the model approved by the board of education for implementation. To that end this section of the report looks at each goal in turn and brings forward all the data available for making a reasoned judgment regarding its accomplishment. Portions of the previously discussed 1986 surveys will be reiterated as they apply to each goal and information obtained by other means and from other sources will also be introduced.

GOAL 1: The Des Moines Transitional School will provide a comprehensive and developmental program in basic skills using a variety of learning experiences with a curriculum design based on the stated objectives for each discipline.

The primary evaluation of the achievement of this objective was based upon an examination of test results as specified in the original evaluation design. Tables 7 through 11 display test results from both the district's objectives-based tests and the Iowa Tests of Basic Skills.

While the district is constantly seeking ways to improve student achievement in the academic (cognitive) area, it should be noted that the Transitional School Model was designed to expand the education of early adolescents in many other areas as well. Thus, one of the major purposes of checking achievement levels is to not only see if achievement levels improve, but to ensure that they do not decline--perhaps due to spreading the educational emphasis of the schools beyond merely cognitive endeavors.

It should be noted that the objectives-based tests have not been equated across grades, i.e., comparing grade 5 achievement in 1983-84 with grade 6 achievement in 1984-85 should not be attempted since achievement is being measured by two distinctly different tests over different curricular content with tests that are not comparable in difficulty. However, making comparisons for the same grade across years would be a fairly valid comparison, despite the fact that a different group of students was being tested. Small differences in scores across years are probably not significant and may most likely be attributed to chance or differences in levels of average student ability between the grades.

TABLE 7

OBJECTIVES-BASED TESTS: LANGUAGE ARTS
(Average Percent Correct)

GRADE	1983-84	1984-85	1985-86
5	63	65	65
6	64	63	66
7	58	57	58
8	63	67	69

TABLE 8

OBJECTIVES-BASED TESTS: SCIENCE
(Average Percent Correct)

GRADE	1983-84	1984-85	1985-86
5	55	58	58
6	55	57	61
7	67	62	61
8		No results available*	

*Test development and piloting was being conducted.

TABLE 9

OBJECTIVES-BASED TESTS: MATHEMATICS
(Average Percent Correct)

GRADE	1983-84	1984-85	1985-86
5	71	71	73
6	67	66	68
7	64	65	65
8	61	63	64

Tables 7, 8 and 9 demonstrate no changes in average percents correct on the three tests that are of sufficient magnitude to be noteworthy, either positively or negatively. The general trend would seem to be a small positive increase over the three-year time span.

Tables 10 and 11 contain data from the Iowa Tests of Basic Skills. These tests are equated across grade levels; however, an unforseen problem arose that makes comparisons across grades valid for only two years (1983-84 and 1984-85). In 1985-86 the district was required by ITBS to begin using new norms for this test battery. This renorming invalidates comparisons with previous years because the entire test and scoring structure was changed. The 1985-86 results are presented merely for information, not for comparison purposes.

TABLE 10

IOWA TESTS OF BASIC SKILLS RESULTS: READING
(National Percentiles)

GRADE	1983-84	1984-85	1985-86
5	71	71	N/A
6	67	67	54
7	66	62	43
8	68	68	N/A

N/A = Not administered due to restructure of testing program under the Plan for Excellence

TABLE 11

IOWA TESTS OF BASIC SKILLS RESULTS: WORK STUDY SKILLS
(National Percentiles)

GRADE	1983-84	1984-85	1985-86
5	84	87	N/A
6	79	79	66
7	80	77	73
8	81	84	N/A

N/A = Not administered due to restructure of testing program under the Plan for Excellence

As with the objectives-based tests, the ITBS results show no noteworthy variations from year to year. The small increases or decreases shown between 1983-84 and 1984-85 are not of sufficient magnitude to be attributable to factors other than chance or measurement error. The results for 1985-86 have no basis for comparison since the renorming of the ITBS battery generally resulted in lower percentile rankings and these results are not comparable to the other two years.

One outcome of the testing results is worthy of mention however. While the transitional school model was being implemented to expand student experiences beyond only cognitive (academic) learning and into a broad range of exploratory and T/A exposure, no measurable decrease in cognitive learning was evident among the students.

In addition to the test results, teachers, parents and transitional school administrators were all asked to evaluate Goal 1 for importance and degree of accomplishment. The results were somewhat surprising. Table 12 shows how each of these groups rated the goal.

TABLE 12

GROUP RATINGS FOR GOAL 1

Group	Mean Ratings		Diff.	Diff. - mean
	Import.	Accom.		
Teachers	4.63	3.84	-.79	-.16
Parents	4.56	3.67	-.89	+.10
Administrators	4.64	4.00	-.64	+.19

Teachers saw Goal 1 as one of the goals of the transitional school that achieved less success, while parents felt it was the third most successful of the goals and administrators rated it tied as the third most successfully accomplished goal of the transitional school program. Perhaps these results are very desirable, since they indicate that the parents and administrators are fairly well satisfied with the cognitive learning being achieved by the students while the teachers are continuing to strive to increase the levels of learning students attain.

GOAL 2: The Des Moines Transitional School will provide an exploratory program enabling each student to explore interests and to develop abilities in such areas as music, art, industrial arts, home economics, business, creative drama, speech, and foreign language.

Table 13 shows the exploratory course enrollments by building for the 1985-86 school year. There is some question as to how meaningful these data are since class enrollment is a primary function of having the staff and resource availability. Because of budgetary and staff limitations principals were sometimes forced to choose between the subject specialities of the teachers to staff their buildings. However, the reader may grasp the magnitude of the exploratory program specified under Goal 2 rather easily from the information in the table.

It should be noted that the information in Table 13 was taken from the district's database stored at the Mid-Iowa Computer Center (MICC) and is dependent upon the accuracy with which information was reported by the buildings to the computer center. The courses were reported by the MICC as one-semester courses.

From Table 13 we can see that in 1985-86 the transitional school students took slightly over four one-semester exploratory courses, on the average. Some 34 percent of the courses were taken by 6th grade students, 39 percent by 7th graders, and 27 percent by 8th graders.

The election of first year foreign language by 8th grade students is worthy of attention. Using Fall 1985 enrollment figures and excluding all special education students, one can see that of the 2148 8th graders, only 5.8 percent of them elected Spanish and 16 percent elected French. Thus, 21.8 percent of the total 8th grade enrollment elected to take a first year of foreign language at that grade level.

TABLE 13
EXPLORATORY COURSE ENROLLMENTS
BY BUILDING AND TOTAL (1985-86)

COURSE	GRADE	BROD	CALL	GOOD	HARD	HIAT	HOYT	MCCO	MERE	TERR	WEST	TOTAL
Home Economics	6		152	283	183	180	168	123	195	151	160	1600
Industrial Technology	6	165	171	257	134	184	165	143	198	146	159	1772
Creat. Drama & Speech	6	152	153	223	187	181	167	138	194	149	167	1711
Music, General	6	140	109	198	168	143	128	138	134	101	146	1405
Music, Chorus	6										73	73
Music, Instrumental	6	30	40	29	34	26	32	5	62	58		316
Art	6	171	147	230	192	180	168	142	193	151	176	1750
TOTAL	6	658	772	1220	953	894	828	689	976	756	881	8627
Home Economics	7	166	168	208	166	159	152	156	258	134	168	1735
Industrial Technology	7	168	159	207	170	147	147	159	246	136	173	1712
Intro. to Computers	7	164	162	202	163	164	148	161	247	132	192	1735
Intro. to For. Lang.	7	153	163	201	163	158	151	155	246	133	171	1694
Art	7	161	135	75	173	105	130	94	195	101	149	1325
Music, General	7	139	139	79	165	135	124	94	190	106		1221
Music, Chorus	7			110		44		48			80	282
Music, Instrumental	7	29		25		19	39	9	55	36		212
TOTAL	7	930	976	1107	1000	931	891	876	1437	785	933	9916
Intro. to Business	8	132	90	120	100	156	113	130	69	125	124	1159
Home Economics (2 crses)	8	156	138	58	136	79	57	190	74	98	55	1051
Indust. Tech. (2 crses)	8	73	74	70	235	144	121	98	101	73	83	1077
Drama	8	50		60	63	36	56	88	66	79	25	523
Media	8	31	37	92	46		44	41	41	33	23	388
Independent Reading	8	13			19		99				36	167
Art	8	49	101	104	106	57	79	98	87	83	84	848
Music, General	8	28							74	17		119
Music, Chorus	8	72	46	108	37	58	41	56	31	39	45	533
Music, Instrumental	8	44	69	22	56	16	30	36	46	42	126	487
Spanish	8			92					22		10	124
French	8	58	69		14	29	21		75	61	17	344
TOTAL	8	711	624	726	812	575	661	737	696	700	623	6870
GRAND TOTAL	ALL	2349	2372	3053	2765	2400	2380	2302	3109	2241	2442	25413
COURSES PER STUD. ENRLD.	ALL	3.92	4.19	4.33	3.66	4.14	4.41	4.61	4.34	4.45	3.39	4.11

It should be noted that the figures in Table 13 include only those for exploratory courses taken in each building. The talented and gifted program conducted at Central Campus was omitted.

Table 14 takes the analysis of the evaluation of Goal 2 one additional step. This table reports the relative contribution of the various exploratory course offerings to students' exploratory experiences as perceived by the teachers and the parents on the 1986 teacher and parent surveys. From the table it is immediately apparent that the two groups had obvious differences in their perceived contribution of the various exploratory courses.

TABLE 14

RESPONDENT PERCEPTIONS OF THE RELATIVE CONTRIBUTION
OF COURSES TO STUDENTS' EXPLORATORY EXPERIENCE
1986 SURVEY RESULTS

COURSES	TEACHERS		PARENTS	
	Rank	Score	Rank	Score
Art	2	4.50	10	3.65
Home Economics	1	4.65	4	4.14
Industrial Technology	3	4.46	5	3.96
Music, General	5	4.34	12	3.53
Music, Chorus	5	4.34	11	3.62
Music, Instrumental	7	4.31	9	3.73
Creative Drama/Speech	8	4.19	6	3.95
Introduction to Computers	4	4.42	1	4.50
Foreign Language	9	4.17	7	3.88
Media	12	3.89	8	3.77
Independent Reading	11	3.93	2	4.29
Introduction to Business	10	4.07	3	4.19

Both the parents and teachers were asked to rate "the extent to which you believe these courses contribute to the exploratory experience of transitional school students (1 = does not contribute at all, 5 = makes an important contribution). It is important to note that while the relative rankings given the courses by the two groups might differ somewhat, both groups rated ALL the courses well above 3.00, which would have been a "borderline" rating.

As with Goal 1, teachers, parents and administrators were asked to rate Goal 2 as a part of the overall goal rating of importance and accomplishment. Table 15 displays these results.

TABLE 15

GROUP RATINGS FOR GOAL 2

Group	Mean Ratings		Diff.	Diff. - mean
	Import.	Accom.		
Teachers	4.46	4.27	-.19	+.44
Parents	4.47	3.95	-.52	+.47
Administrators	4.56	4.32	-.24	+.59

Goal 2 was viewed by all three groups as the single most successfully achieved goal of all the goals they rated.

Students were not asked to rate the goals of the transitional school program; however, two items in the student survey related specifically to the courses offered at their transitional school. These "courses" included required courses as well as exploratory, so the student ratings may not be applicable to just the exploratory program. On item 23 the statement was made: "Most of the classes in this school are interesting." On that item 33.9 percent of the students agreed, 33.6 percent were uncertain, and

32.5 percent disagreed. Item 24 stated: "Students are satisfied with the variety of courses offered at this school." 37.1 percent of the students agreed with this statement 37.9 percent were uncertain, and 25.0 percent disagreed.

GOAL 3: The Des Moines Transitional School will provide advisory programs to assist students in self-expression and decision-making to prepare them to make appropriate educational, recreational, and career choices.

Principals were asked to record the topics covered in the Teacher/Advisory programs by grade as a part of the Principals Data Collection form. The form broke the types of programs into four categories: (1) Course/Vocational Selection (Career Information Systems of Iowa, scheduling for high school, project business, etc.), (2) Tests/School Achievement (test phobia, ITBS, unsatisfactory work slips, etc.), (3) Orientation (high school visits, discipline expectations, get acquainted conferences, etc.), (4) Personal Growth/Problems (children of divorced parents, drugs, attitude awareness, problem solving, etc.). Virtually all T/A program presentations fell in one of these four categories. Table 16 displays the results compiled from the Principals Data Collection form over the three years during which the transitional school program has been in existence. Results shown are for the percent of T/A programs devoted to each category of programs.

TABLE 16

TEACHER/ADVISORY PROGRAMS PROVIDED BY CATEGORY
(Percent of Programs)*

CATEGORY	1983-84	1984-85	1985-86
Course/Vocational Selection	9.04	15.25	12.91
Tests/School Achievement	32.98	33.90	23.98
Orientation	15.96	17.92	19.06
Personal Growth/Problems	40.43	32.93	44.06

*Will not total 100 percent because a few programs did not fit the four categories.

From the information provided by the principals it is apparent that a very wide range of T/A programs were offered to the students at all schools to fulfill Goal 3 of the transitional school programs.

In rating the goals of the transitional school program, teachers and administrators saw the degree of success of Goal 3 somewhat differently than did the parents. Table 17 displays the results of goal-rating for these three groups relative to Goal 3.

TABLE 17

GROUP RATINGS FOR GOAL 3

Group	Mean Ratings		Diff.	Diff. - mean
	Import.	Accom.		
Teachers	3.99	3.30	-.69	-.06
Parents	4.48	3.29	-1.19	-.20
Administrators	4.40	3.60	-.80	+.03

While teachers and administrators saw the accomplishment of this goal quite close to its relative importance (when the average difference had been deducted for each group), parents felt that more effort toward the accomplishment of this goal by the district would be desirable. Actually, parents rated the accomplishment of the goal much the same as teachers; however, since they rated the importance of the goal much higher than did the teachers, the difference between the rating for importance and accomplishment was much higher.

One item in the student survey specifically related to the achievement of this goal. This was item 8 in section A of the student survey, which provided the results shown below. The results pertain specifically to the T/A (Teacher-Advisory) program.

	N	%
Would you rather meet with your T/A or homeroom every day?	4219	77.4
OR		
Would you rather spend the time in your regular classes?	1113	20.4
No response	119	2.2

GOAL 4: The Des Moines Transitional School will provide an atmosphere and unique program differing from elementary and high school to emphasize a variety of co-curricular activities appropriate for this age.

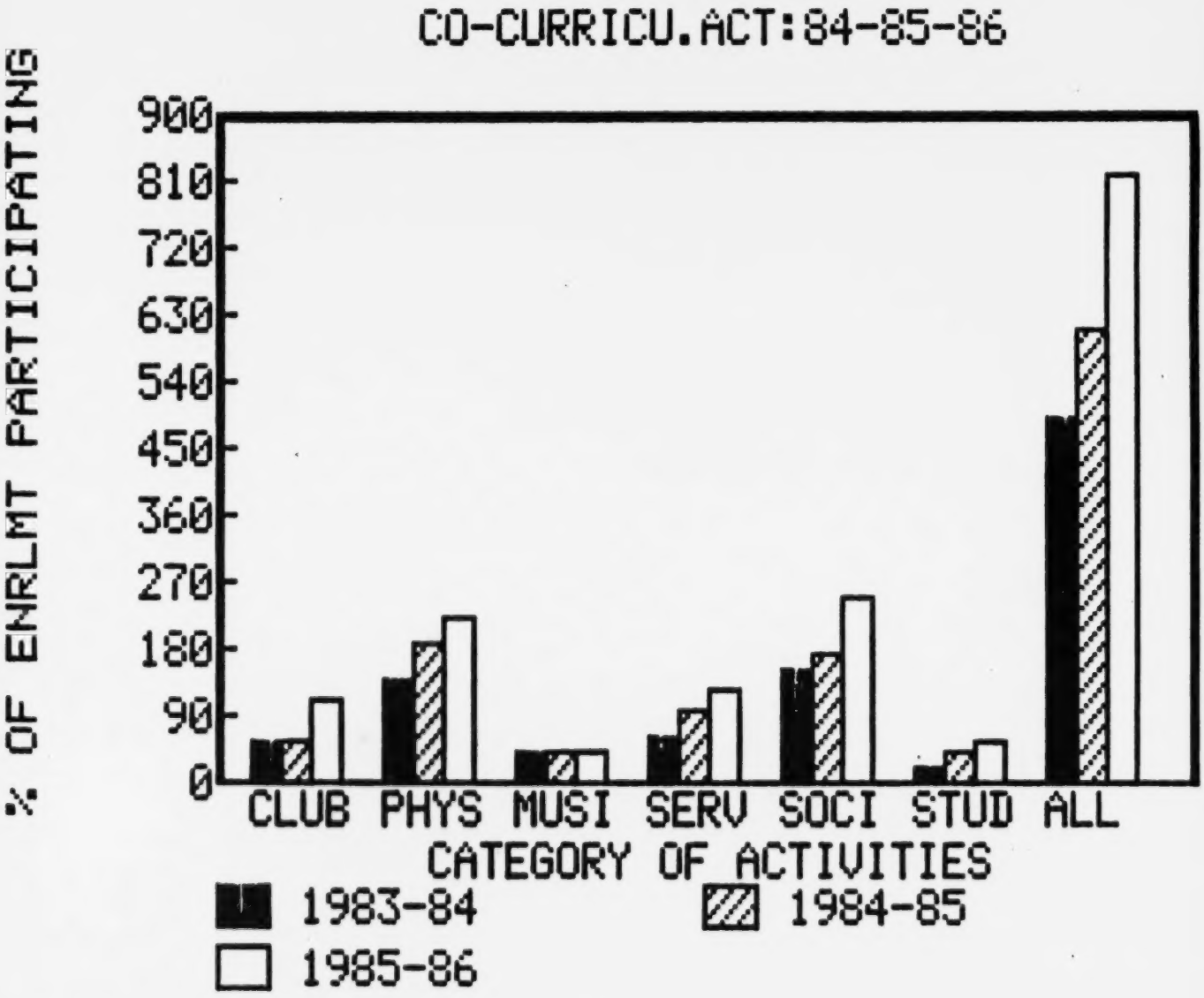
To evaluate this goal, principals were asked to report the co-curricular activities provided at each building and the number of students participating in each such activity at the close of school each year. Figure 1 displays graphically the data provided in those reports. The reader should keep in mind that some transitional school students may still not be participating

in co-curricular activities, since the percents shown in the graphs are the number of participants as a percent of the number of students enrolled. No attempt was made to "check-off" each student by name as to the activities in which each participated.

The bars on each annual graph represent a category of activities. Under each category buildings reported many separate activities, clubs, services, social events, and the like. For the sake of reporting in a standard manner, these separate activities were categorized by type and that data was then tabled and graphed. The categories are: (1) Clubs and Interests (activities such as great books, drama, computers, cartooning, stitch and sew, etc.); (2) Physical Activities and Athletics (activities such as intramurals, athletic tournaments, aerobics, etc.); (4) Service Organization (activities such as a food drive, library helpers, media crews, etc.); (5) Social (school social activities like skating parties, dances, bazaars, etc.); (6) Study Help (teacher help before and after school, parent volunteer tutors, peer tutors, etc.).

The primary function of Figure 1 is to provide the reader with a comparison across the first three years of existence of the transitional school model in the Des Moines public schools. The graphic display indicates that the number of students participating in co-curricular activities as a percent of the total student enrollment has steadily risen during the three year period. The original report format prepared by the principals (not included here) also makes it apparent that the variety of such activities has broadened dramatically during the same time span.

FIGURE 1


CO-CURRICU.ACT:84-85-86
% OF ENRLMT PARTICIPATING
900
810
720
630
540
450
360
270
180
90
0
CLUB
PHYS
MUSI
SERV
SOCI
STUD
ALL
CATEGORY OF ACTIVITIES
1983-84
1984-85
1985-86

The overall success ratings for this goal by the teachers, parents and administrators was quite high. Results are shown in Table 18.

TABLE 18

GROUP RATINGS FOR GOAL 4

Group	Mean Ratings Import.	Accom.	Diff.	Diff. - mean
Teachers	4.08	3.59	-.49	+.14
Parents	4.14	3.49	-.65	+.34
Administrators	4.44	3.88	-.56	+.27

While each group rated the relative importance of the goal and the degree of accomplishment somewhat differently, when the mean difference between importance and accomplishment for each group was subtracted from the difference for this goal, it was found to be considered one of the most successful of all transitional school goals.

Three statements were made in the student survey related to this goal. Students could either agree with each statement, indicate that they were uncertain, or disagree with each statement. The three statements related to Goal 4 and the results for each are shown in Appendix G, but are repeated here for the convenience of the reader:

20. Students are satisfied with the variety of extracurricular and/or co-curricular activities offered at this school.

21. Students feel comfortable participating in the student activities of their choice.

22. Student activities are sponsored by qualified adults.

The results obtained from the three items were collapsed to provide an overall rating by students for Goal 4. For the three items, 51.7 percent marked "agree," 34.3 percent were "uncertain," and 14.0 percent "disagreed."

GOAL 5: The Des Moines Transitional School will provide flexible scheduling, interdisciplinary and disciplinary teaming, and a variety of instructional groupings enhancing effective instruction at all levels.

In the Principal's Data Collection form for 1984 all Transitional School principals were asked to list the activities offered at his/her school through flexible scheduling, examples of interdisciplinary and disciplinary instructional teaming, and instructional groupings used to enhance instruction. Figure 2 displays the principals' responses to this section of the data collection form.

It would seem that variation in instructional groups was a somewhat common practice among the transitional schools. Teaming, or team teaching, was less common, although team planning was implied or expressed. Flexible scheduling was even less common--perhaps even rare. One instance of "block" scheduling (where a block of time is devoted to a broad subject area or a combination of subject areas) was used, and within each "block" it is possible to build what might be termed "flexible" schedules. However, establishing actual flexible scheduling for the entire program was not practiced.

Flexible scheduling is an extremely complex scheduling arrangement. It requires an almost complete division of the school faculty into teams, added staff to allow for extended team planning, the use of large-group

FIGURE 2

SCHEDULE, TEAMING, GROUPS PRACTICES

Transitional Schools
1983-84

School	Flexible Scheduling	Teaming	Varied Instruction Groups
Brody	Adaptable to student needs	None Reported	. Reading achievement groups, grades 6 and 7 . Math achievement groups, grades 7 and 8 . Special Education programs . Chapter 1 Reading . Physical education groups by physical development
Callanan	None reported	Weekly meeting, 6th and 7th grade team to coordinate topics and discuss concerns about students	. Reading achievement groups, grades 6, 7, 8 . Math achievement groups, grades 6, 7, 8 . 8th grade TAG pullout program in language arts . Talented writers scheduled into media
Goodrell	None reported	. 7th grade social science team . 8th grade English and social studies team	. Reading achievement groups, grades 6 and 7 . Math achievement groups, grades 6 and 7
Harding	. Adaptable to student needs . LD mainstreamed when possible . Reading teachers adjust classes by reading ability . Self-contained MD	Reading/social studies/ language arts block, grades 7 and 8	. Chapter 1 Math . Chapter 1 Reading . New Horizons/resource teachers available to meet student needs
Hiatt	. Block of 131 minutes for 90 students each in grades 6 and 7	Reading/social studies/ language arts block, grades 6 and 7	Teachers grouped by ability, total group, mixture of average and low average
Hoyt	Adaptable to program needs (assemblies, field trips, testing, special TA programs, etc.)	. Math and Chapter 1 . Reading and Chapter 1 . Educational Services (counselor, principal, nurse, support personnel) . TA teams (grade levels with coordinator) . Counselor and LD teacher for group guidance . Nurse, home economics and science teacher for relevant study units	. Large/small group instruction, TA reading, social studies, math, and science . One on one instruction with Chapter 1, peer tutors, and volunteers
McCombs	None reported	Limited teaming	. Reading achievement groups . Math achievement groups

School	Flexible Scheduling	Teaming	Varied Instruction Groups
Meredith	None reported	. Project business and social science . Art . Art, graphic art, media . Reading, media, English, science . Physical education . Librarian, English . Music, art, drama	. Accelerated classes in math, English, social science, grades 7 and 8 . TAG program . Skill level grouping in physical education . Reading (nongraded achievement groups, grades 6 and 7)
Merrill	Reading schedule permits student mobility	. Two grade 6 teams (interdisciplinary) . Two grade 7 teams (interdisciplinary) . One physical education team	. Reading achievement groups, grades 6 and 7 . Math achievement groups, grades 6, 7 and 8 . Advanced language arts, grade 8
Weeks	Students grouped according to abilities	Team planning: MD, LD, Chapter I and classroom teachers	Ability grouping for instructional levels

instruction, activity-group instruction, small-group instruction, and either a computerized schedule built around a cycle of days, or a weekly (perhaps bi-weekly) team-developed schedule that the teaching teams develop in extended planning meetings. With the complexity of the task, the lack of additional staff, and the limited nature of teaming reported by the principals, it is small wonder that flexible scheduling was not implemented.

In both the teachers' survey and the administrators' survey the respondents indicated that Goal 5 was the transitional school goal that had the least success. Further, both teachers and administrators ranked Goal 5 as the least important of the 12 transitional school goals. These results are shown in Table 19.

TABLE 19

GROUP RATINGS FOR GOAL 5

Group	Mean Ratings Import.	Accom.	Diff.	Diff. - mean
Teachers	3.77	2.97	-.80	-.17
Parents		--NOT RATED--		
Administrators	4.12	3.08	-1.04	-.21

GOAL 6: The Des Moines Transitional School will provide a staff that is caring, competent in teaching skills, and cognizant of the special nature of early adolescents.

An attempt was made to survey students relative to this goal in each year of the transitional school's existence. As explained in the section relative to the student surveys, some difficulty was encountered in

locating or developing a survey that was well fitted to students of this age group. The first year survey was designed for high school students, but was given to the transitional students since no other similar survey could be found. When it was found that this form did not work satisfactorily the original survey was amended to make it more usable with transitional school students; however, difficulties were still encountered. Finally, in the third year of the program a more usable survey form was developed by the staff of the Department of Evaluation, Research and Testing and was critiqued and amended by the principals of the transitional schools.

The student survey results are found in Appendix G. Among the 24 items in Section B of the survey, items 1-8 and 10-19 relate to the evaluation of this goal of the transitional school program. While the individual item results can be viewed in Appendix G, the 18 items were collapsed into a single statistic for the evaluation of this goal. It was found the 42.7 percent of the students agreed with the 18 items, 33.8 percent were uncertain, and 23.5 percent disagreed. Comparison with other groupings may be found in the section of this report relating to the student survey.

Teachers, parents and administrators were all asked to rate the relative importance and accomplishment of this goal as with the other goals of the program. The results for Goal 6 may be found in Table 20.

TABLE 20

GROUP RATINGS FOR GOAL 6

Group	Mean Ratings		Diff.	Diff. - mean
	Import.	Accom.		
Teachers	4.84	4.30	-.54	+.09
Parents	4.79	3.63	-1.16	-.17
Administrators	4.96	3.92	-1.04	-.21

All three groups rated Goal 6 the highest of all 12 transitional school goals in importance. It would seem, without question, that "a staff that is caring, competent in teaching skills, and cognizant of the special nature of early adolescents" is extremely important to the success of the transitional school program. In terms of accomplishment, teachers rated Goal 6 as the most highly accomplished goal; however, parents rated it third (of 8 goals rated) in accomplishment and administrators also rated it third (of 12 goals rated). In summary, teachers felt that the goal was being accomplished at a level approximately equal to its importance, while parents and administrators both felt that this was a goal that required some additional effort and improvement.

GOAL 7: The Des Moines Transitional School will provide a variety of teaching strategies matching the specific learning styles of student.

Each year principals formally evaluate approximately one-third of the teaching staff assigned to their buildings. In this formal evaluation they note the types of teaching strategies being employed at the time of the formal evaluation. In order to obtain data with which to arrive at an evaluation of this goal, principals were asked to "reexamine the formal teacher evalaution forms you submitted this year and list the types and frequencies of teaching strategies observed." From the form in Appendix F one can see that the various strategies were categorized into "presentation" strategies and "practice" strategies, with a wide variety of possibilities listed. Presentation strategies were further categorized as teacher-led, student-led or supplemental. Practice strategies were categorized as group or individual. Because the format of the report for this goal was

changed from that previously submitted (1983-84), those data are not included and only 1985-86 information is supplied. The principals reviewed 218 teacher observations and found that all the strategies listed were used with some degree of frequency. Table 21 summarizes the reported data by general category. Mean frequencies for each individual strategy are reported in Appendix H, Table 34.

From Table 21 it can be seen that there is a wide variety of teaching strategies being employed and a fairly even balance between presentation and practice strategies. Teacher-led and supplmental practices tended to dominate the presentation strategies, with student-led presentation strategies being less common. Among the practice strategies, individual practice tended to be most prevalent, but guided group practice was also used during almost 20 percent of the teaching time observed.

TABLE 21

UTILIZATION OF VARIOUS CATEGORIES OF TEACHING STRATEGY
(Percent of Observed Frequency)

GENERAL CATEGORY SPECIFIC CATEGORY	Percent
Presentation Strategies:	
Teacher-led	20.2
Student-led	13.9
Supplemental	19.3
Total Presentation Strategies	53.4
Practice Strategies:	
Guided group practice	19.0
Individual practice	27.6
Total Practice Strategies	46.6

When teachers, parents and administrators were asked to evaluate their perceptions of the importance and degree of accomplishment of Goal 7 there was no agreement among the three groups, as seen in Table 22.

TABLE 22

GROUP RATINGS FOR GOAL 7

Group	Mean Ratings Import.	Accom.	Diff.	Diff. - mean
Teachers	4.54	5.02	-.42	+.21
Parents	4.50	3.48	-1.02	-.03
Administrators	4.68	3.40	-1.28	-.45

Teachers felt that the variety of teaching strategies they were employing was the second most successfully accomplished goal of the transitional schools. Parents, who probably had little first-hand information on this goal and relied on the comments of their children, felt the goal was being accomplished at about the degree of its importance. Administrators, who would be expected to constantly seek improvement as a part of their position, rated Goal 7 as the least successful of all the transitional school goals.

GOAL 8: The Des Moines Transitional School will provide guidance experiences developing attitudes and knowledge needed to assist in planning future educational choices, assuming responsible citizenship and the growth of self-discipline, self-motivation, and appreciation of self and others.

In the Principal's Data Collection form for 1983-84, 1984-85 and 1985-86, principals were asked to list the group guidance activities provided by the counselors for those years. Activities were categorized in the same four areas as those for Goal 3 (Teacher/Advisory programs): (1) Course/Vocational Selection, (2) Tests/School Achievement, (3)

Orientation, and (4) Personal Growth/Problems. A count of the various activities listed by the principals under each of the four categories was made and percentages of the total number of activities were computed to provide information relative to where emphasis was being placed within the guidance program. Table 23 contains this information.

TABLE 23

RELATIVE EMPHASIS ON CATEGORIES OF GUIDANCE ACTIVITIES
(Percents by Year)

CATEGORY	1983-84	1984-85*	1985-86
Course/Vocational Selection	21.7	14.2	18.9
Tests/School Achievement	34.2	31.4	29.5
Orientation	16.7	14.8	22.1
Personal Growth/Problems	27.4	39.6	29.5

*1984-85 data does not include Merrill

The combined table contains very little information of value for evaluating or describing what is taking place within the guidance program at the transitional schools. For that reason it was felt that breaking out the data for the three years by grade level might provide more insight into the scope of the guidance program being provided. This information is shown in Table 24.

TABLE 24

RELATIVE EMPHASIS ON CATEGORIES OF GUIDANCE ACTIVITIES
BY GRADE LEVEL
(Percents by Year)

CATEGORY GRADE	1983-84	1984-85*	1985-86
Course/Vocational Selection			
6	1.4	1.1	2.9
7	5.4	1.9	7.4
8	44.1	32.6	38.6
Tests/School Achievement			
6	43.7	41.1	38.5
7	41.9	34.7	40.0
8	23.7	22.2	15.7
Orientation			
6	21.1	13.7	28.8
7	18.9	10.9	16.8
8	12.7	18.5	20.7
Personal Growth/Problems			
6	33.8	44.2	29.8
7	33.8	52.5	35.8
8	19.5	26.7	25.0

*1984-85 data does not include Merrill

The breakout of data by grade level is more enlightening. One can see that considerably more emphasis is placed on course/vocational selection at the eighth grade level, probably in conjunction with preparing students for high school. Tests/school achievement are emphasized to a greater degree in grades 6 and 7 than in grade 8, while emphasis on personal growth/problems in group guidance sessions was emphasized more at grades 6 and 7 then in grade 8, as well. The four categories of group guidance activities seem to relate well to the stated goal and the emphasis would seem to be placed at the grade levels where they would be most needed.

A review of the previously mentioned Counselors Survey for 1986 revealed that on a self-reported basis counselors devoted 4 percent of their time to the Teacher/Advisory program, 36 percent to individual counseling, and 17 percent to group counseling, while the remaining 43

percent of their time was consumed in a variety of other tasks such as direct contacts with parents, working with teachers regarding students, meetings such as staffings, clerical duties, and other routine tasks required of all building staff.

The remainder of the counselor survey was devoted to items of information designed to determine how the existing program might be improved, and have little value for judgmental evaluation.

Teachers, parents and administrators were also asked to rate Goal 8 with regard to its importance to the transitional school program and the degree to which the goal had been accomplished. The results here were not as encouraging as some other goals, as shown in Table 25.

TABLE 25

GROUP RATINGS FOR GOAL 8

Group	Mean Ratings		Diff.	Diff. - mean
	Import.	Accom.		
Teachers	4.37	3.37	-1.00	-.37
Parents	4.65	3.38	-1.27	-.28
Administrators	4.76	3.79	-.97	-.14

Teachers rated Goal 8 as the least successful of the 12 transitional school goals and parents rated it as the least successful of the 8 transitional school goals which they rated. Administrators did not rate the goal as extremely unsuccessful, but obviously felt that more effort needed to be expended to accomplish the goal at a satisfactory level.

Contrary to the perceptions of teachers, parents and administrators, the students painted a somewhat brighter picture of the guidance program and the counselors. Within the student survey for 1986 were 18 statements related to the staff of the transitional schools. Students could either agree, disagree, or indicate that they were uncertain with these statements. Of the 18 statements related to staff, 6 pertained specifically to counselors. These are items 10 through 15, and their results may be found in Appendix G. Students indicated that they agreed with the statement very strongly that "Students find counselors very helpful when scheduling classes" (71.1 percent agreed) and "Counselors are available to help students in a time of need" (67.7 percent agreed). Overall, for the 6 statements, 56.8 percent agreed, 32.0 percent were uncertain, and 11.2 percent disagreed. This compares to the totals for the entire staff over the 18 items where 42.7 percent agreed, 33.8 percent were uncertain, and 23.5 percent disagreed.

GOAL 9: The Des Moines Transitional School will provide the infusion of study skills and career education into all subject areas.

In 1983-84 a portion of the Principal's Data Collection form asked each of the principals to indicate the courses in which study skills and career education had been infused as a part of the regular curriculum.

TABLE

	Art	Business	Computers	Drama	Foreign Language	Home Economics	Ind. Technology	Lang. Arts	Math	Media	Music	Physical Ed.	Reading	Science	Social Science	Special Ed.	Teacher Advisor	Other	Total Study Skills	Total Career Ed.
Brody	* Δ	* Δ	* Δ	* Δ	* Δ	* Δ	* Δ	* Δ	* Δ	* Δ	* Δ	Δ	* Δ	* Δ	* Δ	* Δ	* Δ		16 94%	17 100%
Callanan	* Δ	* Δ	* Δ	NA	* Δ	* Δ	* Δ	* Δ	* Δ	* Δ	Δ	Δ	* Δ	* Δ	* Δ	* Δ	* Δ		14 82%	16 94%
Goodrell	*	* Δ	* Δ	*	*	*	* Δ	*	*	* Δ	*	*	*	*	* Δ	*	*		17 100%	5 29%
Harding	Δ	* Δ	Δ	* Δ	* Δ	Δ	Δ	* Δ	* Δ	* Δ	Δ	Δ	* Δ	* Δ	* Δ	* Δ	* Δ	* Δ	12 71%	18 106%
Hiatt		Δ	Δ		*	Δ	Δ	*	*	Δ	Δ	Δ	*	*	* Δ	*	* Δ		8 47%	9 53%
Hoyt		Δ	Δ	Δ		Δ	Δ	*	* Δ	Δ	Δ		*	* Δ	*	* Δ	* Δ		7 41%	11 65%
McCombs		* Δ	Δ	Δ	*	Δ	Δ	*	*	* Δ			*	* Δ	*	*	* Δ		10 59%	8 47%
Meredith	Δ	Δ	* Δ	Δ	* Δ	* Δ	* Δ	* Δ	* Δ	* Δ	Δ	Δ	* Δ	* Δ	* Δ	* Δ	* Δ		12 71%	17 100%
Merrill						Δ	Δ	*		Δ			*	* Δ	*	Δ	* Δ		5 29%	6 35%
Weeks	* Δ	* Δ	* Δ	* Δ	*	* Δ	* Δ	*	*	*	*	* Δ	*	*	*	* Δ	* Δ		17 100%	9 53%
District	4 5	6 9	5 9	4 6	8 4	5 9	5 10	10 4	9 5	7 9	3 6	2 6	10 4	10 7	10 6	9 7	10 9	1 1	118	116
%	40 50	60 90	50 90	40 60	80 40	50 90	50 100	100 40	90 50	70 90	30 60	20 60	100 40	100 70	100 60	90 70	100 90	10 10	69%	68%

Transitional School Subject Areas
Where Study Skills and Career
Education are Taught

* Study Skills
Δ Career Education

Table 26 indicates their responses for the spring of 1984. This was the last year such information was requested of the principals; however, a review of that table would indicate that a high degree of compliance (perhaps a sufficient degree?) existed in that first year of implementation of the transitional school program. Using the word "all" in any goal or objective is not good practice, since it is virtually impossible to attain, but it is assumed that portions of career education and study skills have been expanded into other areas since the first year of implementation.

This conclusion is partially supported by the 1986 results. During 1986 teachers were asked to list the courses they taught and indicate the extent to which study skills and career exploration (two separate scales) were emphasized in the course content. The scales were from 1 to 5 and we defined as follows: (see Teacher Survey form, page 3, item 5, in Appendix F)

1 = Not emphasized at all

2 = Occasionally discussed

3 = No specific goals are included in the content objectives, but it is discussed.

4 = Goals are included in the content objectives, but only a a minor emphasis.

5 = It is given primary emphasis in the content objectives and in in-class activities.

TABLE 27

EXTENT TO WHICH STUDY SKILLS AND CAREER EXPLORATION WERE EMPHASIZED - 1986
(Number of Classes Reported = 523)

Area	MEAN RATING
Study Skills	4.00
Career Exploration	2.95

Based upon the ratings of the individual teachers, the results indicate that while study skills were emphasized quite highly, career exploration was at least discussed in most classes as of 1985-86. The range of ratings across all buildings in the area of study skills was quite consistent, varying from a low of 3.74 to a high of 4.12. Career exploration, on the other hand, varied considerably across buildings (1.94-4.41). These findings suggest a need for greater consistency across buildings in the infusion of career education into all subject areas.

The test results noted in Table 11 provide further evidence of the degree work study skills are being learned by transitional school students. This table displays the Iowa Tests of Basic Skills Results on the Work Study Skills subtest for 1983-84, 1984-85 and 1985-86. While there are some gaps in the data provided and comparisons with 1985-86 are precluded by a change in norming for that year, it appears that entering seventh graders in 1985-86 scored higher than 73 percent of the students in that grade across the nation, despite the reduction due to renorming.

Finally, teachers, parents and administrators were all asked to evaluate the relative importance and degree of accomplishment of Goal 9, as with most other goals (Table 29). Both the teachers and the parents perceived this goal as being the second lowest in success among the transitional school goals. Administrators perceived the degree of accomplishment to be at a level approximately its level of importance to the program. Teachers saw the goal as being in the lower third of the transitional school goals in importance, administrators perceived it as being 11th (of 12) in importance; however, parents perceived the goal as almost equal to the goal regarding basic skills in importance.

TABLE 28

GROUP RATINGS FOR GOAL 9

Group	Mean Ratings Import.	Accom.	Diff.	Diff. - mean
Teachers	4.00	3.14	-.86	-.23
Parents	4.58	3.39	-1.19	-.20
Administrators	4.20	3.36	-.84	-.01

GOAL 10: The Des Moines Transitional School will provide classes meeting individual educational and emotional needs of students.

Data were collected all three years on both the number of identified gifted and talented students and the number of teachers of special classes. Because there were some obvious inconsistencies in the information reported on the number of teachers of special classes only the data for 1985-86 are reported here.

Table 29 displays the number of teachers of special classes assigned to the transitional schools during 1985-86. Principals reported a total of 90.4 fulltime equivalent teachers of special classes, approximately 25 percent of which were funded under Chapters I and II and 75 percent under special education. The number of New Horizons teachers was not reported by the principals. In addition to those reported by category, approximately 2.55 (fulltime equivalent) teachers were assigned to the transitional schools as speech clinicians and were spread across all buildings on an "as needed" basis.

Assuming a "normal" population of students in Des Moines (similar to that of the entire United States), approximately 15.86 percent would be expected to be below the large middle category in ability and achievement (below 85 IQ for the nation as a whole). Applying that figure to the total population of students enrolled in the transitional schools in 1985-86 (6,370 students) would yield approximately 1,010 students. If we would then apply the 90.4 teachers to that figure we would have a pupil/teacher ratio of approximately 11.18 students per teacher. No actual figures were obtained on teacher load for special classes; however, with the foregoing assumptions one can assume that students requiring special classes are being well served. Of course, some of these teachers of special classes are "resource" teachers who are not assigned regular classroom duty, which would make the ratio of fulltime teaching even smaller.

TABLE 29

TEACHERS OF SPECIAL CLASSES
1985-86

School	Behav. Disor.	Hear Imp.	Learn. Disab.	Ment. Disa.	Mult. Cate.	Chap. I & II	ESL	New Horizons*	Total
Brody	2.0		3.0	2.0	1.0	1.0			9.0
Callanan		3.0		2.0	2.0	2.0	1.0		10.0
Goodrell	5.3		2.6		2.2				10.1
Harding	2.0		2.0	3.0	3.0	4.0	2.5		16.5
Hiatt	1.0			3.0	2.0	3.5			9.5
Hoyt	2.0				2.5	3.8			8.3
McCombs			1.0		2.0				3.0
Meredith	1.0			2.0	2.0	2.0			7.0
Merrill	2.0		3.0		1.5	2.0			8.5
Weeks			1.0	2.0	1.0	4.0	.5		8.5
Total	15.3	3.0	12.6	14.0	19.2	22.3	4.0		90.4

*New Horizons was not reported by the buildings.

Table 30 shows the number of identified gifted and talented students in the three years during which the transitional school model has been in place. Under state guidelines approximately 3 percent of a district's population may be identified and served as "gifted and talented" and be funded under a separate provision exempt from the state spending limitation. An additional group of students may be identified as a "pool" of students who can be served if any students in the 3 percent transfer from the district or building. This larger group is also eligible to take part in a number of talented and gifted group activities. Using the student enrollment figure of 6,370 for the three grades, simple division demonstrates that the 209 students identified as "3 percent" in 1985-86 actually make up 3.28 percent of the fall 1985 enrollment figure. The .28 percent probably results from student turnover or slight rounding differences among the several buildings.

The total group identified (714) comprises 11.2 percent of the enrollment and has numerically increased over each of the three years reported, due to a considerable increase each year in the number of students identified for the talent pool.

TABLE 30

IDENTIFIED GIFTED AND TALENTED STUDENTS
BY BUILDING AND YEAR

School	3%			Pool			Total		
	1983	1984	1985	1983	1984	1985	1983	1984	1985
Brody	11	15	19	38	47	39	49	62	58
Callanan	21	30	33	41	63	58	62	93	91
Goodrell	17	23	23	29	28	50	46	51	73
Harding	17	21	21	16	68	68	33	89	89
Hiatt	15	15	16	27	19	30	52	34	46
Hoyt	18	22	17	37	24	56	55	46	73
McCombs	17	16	18	20	16	32	37	32	50
Meredith	25	23	23	38	50	60	63	73	83
Merrill	12	25	17	53	63	43	65	88	60
Weeks	22	24	22	33	30	69	55	54	91
Total	175	214	209	342	408	505	517	622	714

Only teachers and administrators were asked to rate the relative importance and degree of accomplishment of Goal 10, since parents were not likely to have direct knowledge of the need and provisions for special education and gifted services. Table 31 shows the results obtained from teachers and administrators for Goal 10.

TABLE 31

GROUP RATINGS FOR GOAL 10

Group	Mean Ratings		Diff.	Diff. - mean
	Import.	Accom.		
Teachers	4.34	3.89	-.45	+.18
Parents		Not Rated		
Administrators	4.44	3.80	-.64	+.19

From the data in Table 31 it is apparent that both the teachers and the administrators considered this as one of the more successful goals of the transitional school program.

GOAL 11: The Des Moines Transitional School will provide ongoing professional growth activities for all staff in the transitional school based upon perceived needs.

Although principals were asked to report the topics and number of in-building staff development sessions offered in 1985-86 on the Principal's Data Collection form, there was some discrepancy in reporting due to misunderstanding just what was to be reported. For that reason, it is impossible to present actual figures on in-building inservice. One of the problems was semantics. The commonly used terminology for district-wide training offerings that are voluntary is "staff development." The term used for in-building training which teachers are required to attend is "inservice training."

Despite the confusion in reporting, it was possible to ascertain that the variety and frequency of inservice training had increased from that reported in 1983-84. Staff development (voluntary) participation also increased between 1983-84 and 1985-86, with 120 transitional school teachers participating in staff development courses in 1983-84 and 207 participating in 1985-86.

The inservice and staff development covered myriad topics ranging from specific upgrading of subject area skills, child abuse, Teacher/Advisory class preparation, the use of specific computer software, to such things as Haley's Comet and well-awareness. While many similar topics were

covered by each building, there were other topics that were taught in only one or two of the transitional schools, apparently based upon the needs of the student in those buildings of the needs expressed by the teachers.

Item 7 of the Teacher Survey raised the question: "Did the staff development experiences adequately meet the needs of the transitional school staff?" Of 241 teachers responding to that question, 70.5 percent answered "yes" and 29.5 percent answered "no." This would indicate that well over two-thirds of the transitional school teachers feel the staff development programs are meeting their needs; however, when almost 30 percent feel the programs are not meeting their needs there is obviously room for improvement.

As with Goal 10, only teachers and administrators were asked to rate the relative importance and degree of accomplishment of Goal 11, since parents lacked direct knowledge of the inservice and staff development programs. Table 32 shows the results for Goal 11.

TABLE 32

GROUP RATINGS FOR GOAL 11

Group	Mean Ratings		Diff.	Diff. - mean
	Import.	Accom.		
Teachers	4.19	3.46	-.73	-.10
Parents		Not Rated		
Administrators	4.67	3.50	-1.17	-.34

The results for teachers seem to confirm the previous finding from question 7 of the Teacher Survey, where approximately 70 percent felt the existing staff development programs met their needs while 30 percent did not. That is, there is need for some improvement, but it is not

a critical need. On the other hand, administrators felt that the need for inservice/staff development was more acute, and rated Goal 11 as the least successful of all the transitional school goals.

Finally, all district transitional school counselors were also surveyed in the spring of 1986, as previously mentioned. Question 8b asked the counselors if the staff development experiences in which they participated (during 1985-86) met their needs. Of the 18 counselors' forms, 67 percent indicated "yes" to this question, 11 percent marked "no," and 22 percent made no response.

GOAL 12: The Des Moines Transitional School will provide yearly evaluation of all transitional schools assessing the delivery of educational services described in this report.

Reports were made to the board of education following the 1983-84 and 1984-85 school years. This report fulfills this requirement for 1985-86.

VI. COMMENTS

1. The transitional school model seems to have provided a more comprehensive program for students at this level than did the traditional junior high school program. Concurrent with this broadening of the program for students of this age there has been no measurable decline in academic achievement and a slight positive increase in academic learning as a general trend over the three year period, can be noted on the district's objectives-based tests.
2. Goal 2, which defines the exploratory program, was seen as the most successfully achieved goal of all the goals in the transitional school program, despite some differences among teacher, principals and parents as to the relative contribution of the various courses to the success of the goal. However, approximately one-fourth of the students indicated that they were not satisfied with the variety of courses offered at their schools.
3. The Teacher/Advisory program was probably the most controversial component of the transitional school program, particularly among teachers. However, both teachers and administrators felt that the component had been accomplished to a degree relative to its importance, over three-fourths of the students seemed to like the program, and a wide variety of presentations were provided that would seem to be of value to the students. Parents felt that more effort by the schools toward this component of the program would be desirable. Because the Teacher/Advisory program was a distinct change from prior practice, perhaps James Lade's

previously quoted evolutionary sequence of "indignant rejection," "reasoned objection," and "qualified opposition," were evolving to more positive outlooks. It would seem wise, after reviewing the teachers' written suggestions for program improvement for the principals to give them serious consideration.

4. The percent of student enrollment that participated in some type of co-curricular activities during each of the three years of the transitional school's existence was quite high and has risen each successive year. An extremely wide variety of activities has been provided. Teachers, parents and administrators all agree that this is one of the more succcessfully accomplished goals of the program. However, efforts to continue to improve and expand the program should continue, since 14 percent of the students remain dissatisfied with some aspect of the co-curricular program.

5. Considerable evidence of varied instructional grouping and teacher teaming (interdisciplinary and disciplinary) were reported by principals; however, no reports of adopting actual flexible scheduling were made. Teachers and administrators both rated this aspect of the program as having the least success, but both groups also rated this goal as the least important of all the goals of the transitional school program. Given present conditions of staffing and finance, it is questionable whether such a complex undertaking as true flexible scheduling would be wise, and perhaps this goal should be amended.

6. The highest rating for any transitional goal in importance was Goal 6, which called for [a] staff that is caring, competent in teaching skills, and cognizant of the special nature of early adolescents." In rating the accomplishment of the goals, parents and administrators both rated it third in the degree of accomplishment; teachers rated it the most highly accomplished of all the goals. Additionally, about 43 percent of the students were positive in their assessment of the transitional school staff, about 34 percent were uncertain and 24 percent were negative. In considering the responses of the various groups to this goal it would seem probable that any negative feelings may well stem from the district's response to public concern for increased discipline and academic vigor. Early adolescents do not respond positively (as a general nature) to anything that limits or restricts their freedom or requires additional work demands. And, they would tend to take these restrictions and demands home to their parents as negative feelings toward those who were doing the restricting or demanding. With these considerations in mind, it would seem that the success of Goal 6 of the transitional school program has been quite good.

7. Teachers have used a wide variety of teaching strategies that seemed fairly well balanced between presentation and practice. While teachers, parents and administrators all perceived the success of these strategies differently, and there is no way of measuring whether each strategy matched each student's specific learning style (as called for in the objective), it would seem that the wide range of teaching strategies is evidence of movement toward attainment of Goal 7.

8. Guidance activities provided for transitional school students seemed to relate well to the schools' goal in this area and emphases on course and vocational selection, tests and school achievement, orientation, and personal growth and problems seemed to be placed at the grade levels where they would be most needed. The students generally rated counseling services quite highly. However, teachers, parents and administrators all felt that more effort needed to be expended in the area of guidance and counseling.

9. While the teaching of study skills has been infused into all subject areas to a rather high degree, the similar infusion of career exploration into those same subject areas needs improvement. There was also a difference of opinion between teachers and administrators, on the one hand, and parents on the other, regarding the relative importance of this goal (Goal 9). Teachers and administrators rated the goal quite low in importance; however, parents rated the goal almost equal in importance to basic skills.

10. Both the compiled numerical information and the ratings of success by teachers and administrators would indicate that students with special needs are being well-served by the transitional school program.

11. The variety and frequency of participation in both inservice training (in-building) and staff development (voluntary) increased between the first year of the program (1983-84) and 1985-86. The variety of topics would seem to be appropriate and based upon the needs of the students or the needs expressed by the teachers. However, a sufficient number of teachers and administrators felt

that the inservice and staff development being provided was not meeting their needs, that improvement in this area should be sought.

12. There continues to be debate--sometimes heated debate--regarding the pros and cons of the transitional school model. However, with the passage of time, the refinement of the program, and the acclimatization of teachers, parents, administrators, students, and the community at large to both the intent and the operation of the program, such debate seems to have become focused on not whether the program is good or bad, but how it might become better.

VII. RECOMMENDATIONS

1. The title of "Transitional School" should probably be reconsidered. While no opinions were solicited in the data collection form regarding this topic, this opinion was the one most frequently volunteered during contacts with transitional school staff, other school staffs, parents and community members. Many parents, community members and professional staff have a tendency to confuse the name with "Traditional School" at the present time and with the adoption of the K-1 "Transitional" program as a part of the Plan for Excellence more confusion will undoubtedly ensue. In addition, the title is confusing to people from outside Des Moines and to parents and students new to the district.
2. Based upon the information regarding the program over its first three years of existence it would seem that the transitional school model should be continued. The expanded opportunities and broadened horizons being opened to students seem to be accompanied by an increase, albeit a slight increase, in academic learning. With continued refinements and program improvements this model of education for children of early adolescent age would seem to offer the potential for an ever-increasing improvement over the previous junior high school model in both the academic and affective areas of education.
3. In a study done by this department in 1983-84 it was found that counselors spend a considerable portion of their work time in non-counseling activities. This finding was confirmed by data

collected in this evaluation. The district should make every effort possible to confine the responsibilities of counselors to counseling and counseling-related activities.

4. While the adult population (teachers, parents, administrators) feel the exploratory course offerings comprise the most successful component of the transitional school model, many students do not hold the same opinion. The transitional school staff should make every effort to improve the interest of students in such courses while maintaining, if not expanding, their variety. Expansion, given current economic conditions, may be impossible. Improving interest is an internal value within the students that has no dollar expense.
5. Counselors and administrators should continue to work with teachers to improve the quality of the Teacher/Advisory program. A part of this effort should be in considering the teachers' suggestions for program improvement.
6. Efforts to improve and expand the co-curricular activity program should continue since, despite the high student participation, some students are still not active in any of the programs.
7. A highly qualified staff continues to be the backbone of a successful transitional school program. As our current staff members retire, move or transfer, every effort should be made to insure that replacements are superior teachers and are oriented to the type of program desired within the model.
8. Additional stress on the infusion of career exploration into all subject areas and a greater level of consistency across buildings seems desirable from the examination of the data.

9. Further efforts to provide both inservice and staff development to meet the needs of the teaching staff should be made. While the great majority of teachers now feel that the current inservice programs and staff development courses do meet their needs, approximately 30 percent do not.

APPENDIX A

BASIC SKILLS CURRICULUM

Basic Skills Curriculum

6th Grade

Language Arts and Spelling
Social Science
*Mathematics
Science/Health
*Reading
Physical Education

7th Grade

Language Arts and Spelling
Social Science
*Mathematics
Science/Health
*Reading
Physical Education

8th Grade

Language Arts and Spelling
Social Science
*Mathematics
Science
*Reading
Physical Education

*Mathematics and reading class assignments are made on the basis of student achievement.

Exploratory Curriculum

6th Grade

Art
Home Economics
Industrial Technology
Creative Drama and Speech
Music
  General Music
  Chorus
  Instrumental Music

7th Grade

Home Economics
Industrial Technology
Introduction to Computers
Introduction to Foreign Language
Art
Music
  General Music
  Chorus
  Instrumental Music

8th Grade

Introduction to Business
Home Economics (2 courses)
Industrial Technology (2 courses)
Drama
Media
Independent Reading
Art
Music
  General Music
  Chorus
  Instrumental Music
Spanish or French (year long)

APPENDIX C

ORIGINAL EVALUATION PLAN

APPENDIX B

EXPLORATORY CURRICULUM

TRANSITIONAL SCHOOLS SUMMATIVE EVALUATION PLAN

February 13, 1984

GOAL 1

Collect data on achievement - compare across years and classes

CRTs:	Math	Science				Language Arts				
Math	(same as ITBS)	83:	6	7		84:	6	7	8	
Science	(do not check	84:	6	7		85:	6	7	8	
	grade 8 because	85:	6	7		85:	6	7	8	
	of Algebra I)									
ITBS:	Base year 1983:	5	6	7						
Reading	1984:	5	6	7	8					
Study Skills	1985:		6	7	8					

GOAL 2

List of electives: three year annual enrollments and total by building.

Also use data derived from annual parent/teacher/student formative questionnaires.

GOAL 3

List of Teacher-Advisor topics

Scan "problem areas" section of formative evaluation

GOAL 4

Annual list of co-curricular activities by building (annual)
Include number of different students participating in each

Analyze by obtaining percent of students participating in each (by building) and total across all activities

Data from participation scale from student questionnaire used in formative evaluation.

GOAL 5

Ask principals to describe (1) schedule modifications, (2) teaming, and (3) other student groupings (use this narrative in the summative evaluation).

GOAL 6

Obtain data from student questionnaire (teacher scale) used in the formative evaluation.

GOAL 7

Send form to principals in May of each year to gather data from the Teacher Evaluation forms. Principals would be asked to tabulate the frequency of different teaching strategies being employed at the time of the official visits. Number of official visits (number of teachers evaluated).

GOAL 8

Annual report of group guidance experiences provided by grade.

Obtain data from student questionnaires (counselor scale) used in the formative evaluation.

GOAL 9

Collect data on achievement--use ITBS Study Skills subtest:

Base year '83-'84	'84-'85	'85-'86
5	5	
6	6	6
7	7	7
	8	8

GOAL 10

List by building:
Special education classes
TAG program activities

GOAL 11

List by building:
In-building staff development (inservice) topics.
Enrollment of building staff in districtwide staff development courses.

Topics provided all transitional teachers on inservice days.

APPENDIX D

DATA COLLECTION FORMS
1983-84

Co-curricular Activities

Spring 1984

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 4:

An atmosphere and unique program differing from elementary and high school to emphasize a variety of co-curricular activities appropriate for this age.

Please list the co-curricular activities provided in your building this school year and the number of students who participated in each.

1. Clubs and Interests (activities such as Great Books, drama, computers, cartooning, stitch and sew, etc.)

Activity	# of Participants

3. Physical Activities and Athletics (activities such as intramurals, athletic tournaments, aerobics, etc.)

Activity	# of Participants

3. Music (activities such as jazz band, choirs, piano lessons, etc.)

Activity	# of Participants

5. Service Organization (activities such as food drive, library helpers, media crews, etc.)

Activity	# of Participants

6. Social (activities such as skating parties, dances, bazaars, etc.)

Activity	# of Participants

7. Study Help (teacher help before and after school, parent volunteer tutors, peer tutors, etc.)

Activity	# of Participants (Students Receiving Help)

TRANSITIONAL SCHOOL ANNUAL EVALUATION

Principal's Data Collection Form

Name of School: ____ Transitional School Date Completed: _____

The Department of Evaluation, Research and Testing has been asked to assist in an annual formative evaluation and a three year summative evaluation of the Transitional school program. This data collection form will provide self-report information which will facilitate both these evaluations. An advisory committee of Transitional School principals has worked to reduce the amount of work needed to collect this information; however, there is no way such a wide variety of information can be accumulated without some effort. We solicit your cooperation in this effort.

A. Co-curricular Activities

Following is a list of co-curricular activities provided in your building. Please show the number of students who participated in each activity in the blanks provided. Space is also provided for listing any co-curricular activities that have been omitted.

Activities	Number of Participants
Before School	
Recreation	_____
Basketball	_____
Volleyball	_____
After School	
Recreation	_____
Basketball	_____
Volleyball	_____
Some music and/or play rehearsals	_____
"Great Books" group	_____
Basketball practice (sophomore boys)	_____
Basketball practice (sophomore girls)	_____
Basketball practice (freshman boys)	_____
Basketball practice (freshman girls)	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. Scheduling, Teaming, Grouping

Goal 5 of the Transitional School plan states that, "Flexible scheduling, interdisciplinary and disciplinary teaming, and a variety of instructional groups enhancing effective instruction at all levels," will be provided. Please describe how your building is fulfilling this goal.

Flexible Scheduling: _____

_____

_____

Teaming: _____

_____

_____

Varied Instructional Groupings: _____

_____

_____

_____

C. Teaching Strategies

Goal 7 of the Transitional School plan indicates that, "A variety of teaching strategies matching the specific learning styles of students," should be provided. We have no way of determining if this "matching took place; however, we can record the strategies employed. To standardize this report, please reexamine the formal teacher evaluation forms you submitted this year and list below the types and frequencies of teaching strategies you observed during all such formal visits this year.

Strategies Being Employed	Frequency

D. Guidance Experiences

Goal 8 of the Transitional School plan calls for Transitional schools to provide, "Guidance experiences developing attitudes and knowledge needed to assist in planning future educational choices, assuming responsible citizenship and the growth of self-discipline, self-motivation, and appreciation of self and others." List below the FORMAL group guidance AND teacher-advisor topics students were provided this year and the estimated number of students for whom the experiences were provided.

GROUP GUIDANCE		TEACHER-ADVISOR	
Topic	No.	Topic	No.

E. Study Skills and Career Education

Goal 9 of the Transitional School plan calls for, "The infusion of study skills and career education into all subject areas." Please list, from your written curriculum units, those units which include the teaching of either study skills or career education.

Subject	Name of Unit	Subject	Name of Unit

F. Special Classes

To provide information relative to Goal 10, please list the full-time equivalencies (FTE) of special education staff and the number of students identified and receiving service in talented and gifted program activities this year.

SPECIAL EDUCATION TEACHERS

Type	FTE
_____	___.___
_____	___.___
_____	___.___
_____	___.___
_____	___.___
_____	___.___

Number of TAG students identified and receiving service: _____

G. Professional Growth

Goal 11 calls for, "Ongoing professional growth activities for all staff in the Transitional School based upon perceived needs." List below the IN-BUILDING topics of inservice provided your staff this year. (Enrollment in districtwide staff development will be provided by Dr. Wise.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Thank you for your cooperation. You should probably retain a copy of this information for use next year at this time. Please return this completed form by bag mail to: Department of Evaluation, Research and Testing, 1800 Grand Avenue.

Teaching Strategies

Spring 1984

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 7:

A variety of teaching strategies matching the specific learning styles of students.

Please reexamine the formal teacher evaluation forms you submitted this year and list the types and frequencies of teaching strategies you observed during all such formal visits.

Presentation Strategies

Teacher-led (question and answer, lecture, demonstration, reviewing, discussion, etc.)

1. Number of teacher-led presentation strategies _____

Supplemental presentation (film, A.V., charts, speakers, field trips, computer, etc.)

2. Number of supplemental presentation strategies _____

Practice Strategies

Guided group practice (guided note-taking, small group, laboratory, rehearsals, role-play, drill, etc.)

1. Number of guided group practice strategies _____

Individual practice (individual help, seat work, workbooks, library work, recitals, supervised study, learning centers, quizzes and tests, etc.)

2. Number of individual practice strategies _____

Total number of formal observations _____

Total number of teachers formally observed _____

Study Skills/Careers

Spring 1984

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 9:

The infusion of study skills and career education into all subject areas.

Please check the subject areas in which study skills and/or careers are taught.

Subject Area	Study Skills	Careers
Art	_____	_____
Business	_____	_____
Computers	_____	_____
Drama	_____	_____
Foreign Language	_____	_____
Home Economics	_____	_____
Industrial Tech	_____	_____
Language Arts	_____	_____
Math	_____	_____
Media	_____	_____
Music	_____	_____
Physical Education	_____	_____
Reading	_____	_____
Science	_____	_____
Social Science	_____	_____
Special Education	_____	_____
Teacher Advisor	_____	_____
Other _____	_____	_____

Special Education/TAG

Spring 1984

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 10:

Special classes meeting individual educational and emotional needs of students.

Please list the fulltime equivalencies (FTE) of special education staff.

Special Education Teachers

Type	FTE
Behavioral Disorder	____
CLUE	____
Hearing Impaired	____
Learning Disability	____
Multicategorical	____
Speech Clinician	____
Chapter I/II Reading and Math	____
ESL (English as a Second Language)	____
New Horizons	____

Number of students enrolled in TAG: (3%) ____
(Pool) ____

APPENDIX E

DATA COLLECTION FORMS
1984-85

TEACHER OPINIONNAIRE

The Department of Evaluation, Research and Testing has been asked by the Secondary Department to assist in conducting the required evaluation of the Transitional School program. This short opinionnaire is designed to obtain information from teachers in order to identify problem areas needing improvement and to determine the relative benefit of eighth grade electives. Please keep your responses short and concise while giving us your honest opinions.

A. Circle the number of the school in which you teach.

1	Brody	5	Hiatt	8	Meredith
2	Callanan	6	Hoyt	9	Merrill
3	Goodrell	7	McCombs	10	Weeks
4	Harding				

B. Listed below are the eighth grade elective courses offered in the Transitional schools. Please circle the number of the TWO (2) courses you feel are most beneficial to students. CIRCLE ONLY TWO.

1	Music	8	Industrial Technology
2	Chorus and Instrumental Music	9	Drama
3	Chorus	10	School & Community Services
4	Instrumental Music	11	Media
5	Art	12	Independent Reading
6	Business	13	Spanish
7	Home Economics	14	French

C. Space is provided below for you to list two parts or areas of the Transitional School program you see as needing improvement. If you feel there are parts or areas needing improvement, please provide your opinions and possible solutions below.

1. AREA: _____

   DESCRIPTION OF PROBLEM: _____

   _____

   RECOMMENDED SOLUTION: _____

   _____

2. AREA: _____

   DESCRIPTION OF PROBLEM: _____

   _____

   RECOMMENDED SOLUTION: _____

   _____

PARENT OPINIONNAIRE

The Des Moines Independent Community School District is in the process of evaluating the first year of the Transitional Schools operation. This short opinionnaire is designed to obtain information from parents of Transitional School students in order to identify problem areas needing improvement and to determine the relative benefit of eighth grade electives. Please keep your responses short and concise while giving us your honest opinion.

A. Circle the number of the Transitional School your child attends.

1	Brody	5	Hiatt	8	Meredith
2	Callanan	6	Hoyt	9	Merrill
3	Goodrell	7	McCombs	10	Weeks
4	Harding				

B. Listed below are the eighth grade elective courses offered in the Transitional schools. Please circle the number of the TWO (2) courses you feel are most beneficial to your student(s). CIRCLE ONLY TWO.

1	Music	8	Industrial Technology
2	Chorus and Instrumental Music	9	Drama
3	Chorus	10	School & Community Services
4	Instrumental Music	11	Media
5	Art	12	Independent Reading
6	Business	13	Spanish
7	Home Economics	14	French

C. Space is provided below for you to list two parts or areas of the Transitional School program you see as needing improvement. If you feel there are areas needing improvement, please provide your opinions and possible solutions below.

1. AREA: _____

   DESCRIPTION OF PROBLEM: _____

   _____

   RECOMMENDED SOLUTION: _____

   _____

2. AREA: _____

   DESCRIPTION OF PROBLEM: _____

   _____

   RECOMMENDED SOLUTION: _____

   _____

Thank you for your assistance. Please return this completed opinionnaire in the postage paid envelope. In the event you have misplaced the envelope the address is: Department of Evaluation, Research and Testing; Des Moines Public Schools; 1800 Grand Avenue; Des Moines, IA 50307.

Exploratory Programs

Spring 1985

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 2:

An exploratory program enabling each student to explore interests and to develop abilities in such areas as music, art, industrial arts, home economics, business, creative drama, speech and foreign language.

Please list the course enrollments and the grade levels served by each exploratory elective offered during the 1984-85 academic year.

Elective	Grade Level	Number of Students Enrolled

Guidance Experience

Spring 1985

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 8:

Guidance experiences developing attitudes and knowledge needed to assist in planning future educational choices, assuming responsible citizenship and the growth of self-discipline, self-motivation, and appreciation of self and others.

Please list the group guidance activities provided by the counselors this year.

1. Course/Vocational Selection (CISI, scheduling for high school, project business, etc.)

Activity	Grade Level	Number of Students Participating

2. Tests/School Achievement (test phobia, ITBS, unsatisfactory work slips, etc.)

Activity	Grade Level	Number of Students Participating

3. Orientation (high school visits, discipline expectations, get acquainted conferences, etc.)

Activity	Grade Level	Number of Students Participating

4. Personal Growth/Problems (children of divorced parents, drugs, attitude awareness, problem solving, etc.)

Activity	Grade Level	Number of Students Participating

Special Education/TAG

Spring 1985

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 10:
Special classes meeting individual educational and emotional needs of students.

Please list the fulltime equivalencies (FTE) of special education staff.

Special Education Teachers

Type	FTE
Behavioral Disorder	_____
CLUE	_____
Hearing Impaired	_____
Learning Disability	_____
Multicategorical	_____
Speech Clinician	_____
Chapter I/II Reading and Math	_____
ESL (English as a Second Language)	_____
New Horizons	_____

Number of students enrolled TAG: (3%) _____

(Pool) _____

Professional Growth Activities

Spring 1985

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 11:

Ongoing professional growth activities for all staff in the transitional school based upon perceived needs.

Please list the topics and the number of in-building staff development sessions offered this academic year.

Topic	Number of In-building Sessions

List the topics and the number of teachers participating in district classes this academic year.

Topic	Number of Teachers Enrolled

APPENDIX F

DATA COLLECTION FORMS
1985-86

Exploratory Programs

Spring 1986

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 2:

An exploratory program that enables each student to explore interests and to develop abilities in such areas as music, art, industrial arts, home economics, business, creative drama, speech and foreign language.

Please list the course enrollments and the grade levels served by each exploratory elective offered during the 1985-86 academic year.

Elective	Grade Level	Number of Students Enrolled

Advisory Programs

Spring 1986

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 3:

Advisory programs to assist students with self-expression and decision-making to prepare them to make appropriate educational, recreational, and career choices.

Please list the advisory programs offered this year in the following categories:

1. Course/Vocational Selection (CISI, scheduling for high school, project business, etc.

Activity	Grade Level	Number of Students Participating

2. Tests/School Achievement (test phobia, ITBS, unsatisfactory work slips, etc.)

Activity	Grade Level	Number of Students Participating

(OVER)

3. Orientation (high school visits, discipline expectations, get acquainted conferences, etc.)

Activity	Grade Level	Number of Students Participating

4. Personal Growth/Problems (children of divorced parents, drugs, attitude awareness, problem solving, etc.)

Activity	Grade Level	Number of Students Participating

(OVER)

5. Others

Activity	Grade-Level	Number of Students Participating

Co-curricular Activities

Spring 1986

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 4:

A unique atmosphere and program that differs from elementary and high school to emphasize a variety of co-curricular activities appropriate for this age.

Please list the co-curricular activities provided in your building this school year, the number of students who particpate in each, and when each activity occurred (e.g., before, during, or after school; evenings; or weekends).

1. Clubs and Interests (activities such as great books, drama, computers, cartooning, stich and sew, etc.)

Activity	Number of Participants	Before School	During School	After School	Evening	Weekends

(OVER)

2. Physical Activities and Atheltics (activities such as intramurals, athletic tournaments, aerobics, etc.)

Activity	Number of Participants	Before School	During School	After School	Evening	Weekends

3. Music (activities such as jazz band, choirs, piano lessons, etc.)

Activity	Number of Participants	Before School	During School	After School	Evening	Weekends

4. Service organization (activities such as food drive, library helpers, media crews, etc.)

Activity	Number of Participants	Before School	During School	After School	Evening	Weekends

(OVER)

5. Social (activities such as skating parties, dances, bazaars, etc.)

Activity	Number of Participants	Before School	During School	After School	Evening	Weekends

6. Study Help (teacher help before and after school, parent volunteer tutors, peer tutors, etc.)

Activity	Number of Participants	Before School	During School	After School	Evening	Weekends

Scheduling/Teaming

Spring 1986

School_____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 5:

Flexible scheduling, interdisciplinary and disciplinary teaming, and a variety of instructional groupings to enhance effective instruction at all levels.

List the activities offered in your school through flexible scheduling. Also indicate the grade(s) targeted for participation and how the actvitiy related to the transitional school curriculum.

Activity	Grades(s)	Goal

List examples of interdisciplinary and disciplinary instructional teaming and their general functions.

Teaming	Purpose

(OVER)

Identify instructional groupings employed to enhance instruction.

Groupings	Grades included

Teaching Strategies
Spring 1986
School_____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 7:

A variety of teaching strategies to match the specific learning styles of students.

Please reexamine the formal teacher evaluation forms you submitted this year and list the types and frequencies of teaching strategies observed.

Presentation Strategies	Frequency
1. Teacher-led presentation strategies:	
a. question and answer	_____
b. lecture	_____
c. demonstration	_____
d. reviewing	_____
e. discussion	_____
f. other (specify)	_____
2. Student-led presentation strategies:	
a. question and answer	_____
b. lecture	_____
c. demonstration	_____
d. reviewing	_____
e. discussion	_____
f. other (specify)_____	_____
3. Supplemental presentation strategies:	
a. films	_____
b. A.V.	_____
c. charts	_____
d. speakers (other than students	_____
e. field trips	_____
f. computers	_____
g. other (specify)_____	_____

(OVER)

Practice Strategies	Frequency
1. Guided group practice strategies:	
a. guided note taking	_____
b. small group	_____
c. laboratory	_____
d. rehearsals	_____
e. role-play	_____
f. drill	_____
g. others (specify)_____	_____
2. Individual practice strategies:	
a. individual help	_____
b. seat work	_____
c. workbooks	_____
d. library work	_____
e. recitals	_____
f. supervised study	_____
g. learning centers	_____
h. quizzes and tests	_____
i. others (specify)_____	_____
Total number of formal observations	_____
Total number of teachers observed	_____

Guidance Experience

Spring 1986

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 8:

Guidance experiences to develop attitudes and knowledge needed to plan future educational choices, assume responsible citizenship and promote growth of self-discipline, self-motivation, and appreciation of self and others.

Please list the group guidance activities provided by the counselors this year.

1. Course/Vocational Selection (CISI, scheduling for high school, project business, etc.)

Activity	Grade Level	Number of Students Participating

2. Tests/School Achievement (test phobia, ITBS, unsatisfactory work slips, etc.)

Activity	Grade Level	Number of Students Participating

(OVER)

3. Orientation (high school visits, discipline expectations, get acquainted conferences, etc.)

Activity	Grade Level	Number of Students Participating

4. Personal Growth/Problems (children of divorced parents, drugs, attitude awareness, problem solving, etc.)

Activity	Grade Level	Number of Students Participating

Special Education/TAG

Spring 1986

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 10:
Special classes to meet individual educational and emotional needs of students.

Please list the fulltime equivalencies (FTE) of special education staff.

Special Education Teachers

Type	FTE
Behavioral Disorder	_____
CLUE	_____
Hearing Impaired	_____
Learning Disability	_____
Multicategorical	_____
Speech Clinician	_____
Chapter I/II Reading and Math	_____
ESL (English as a Second Language)	_____
New Horizons	_____
Other (specify)	_____

Number of students enrolled TAG: (3%) _____

(Pool) _____

Professional Growth Activities

Spring 1986

School _____

PRINCIPAL'S DATA COLLECTION FORM

Transitional School Goal 11:

Ongoing professional growth activities for all staff in the transitional school based upon perceived needs.

Please list the topics and the number of in-building staff development sessions offered this academic year.

Topic	Number of In-building Sessions

List the topics and the number of teachers participating in district classes this academic year.

Topic	Number of Teachers Enrolled

5. List the courses by grade, that you taught during 1985-86 (other than T/A) and use the following key to indicate the extent to which study skills and career exploration were emphasized in the course content:

   1 = Not emphasized at all

   2 = Occasionally discussed

   3 = No specific goals are included in the content objectives, but it is discussed.

   4 = Goals are included in the content objectives, but only as a minor emphasis.

   5 = It is given primary emphasis in the content objectives and in in-class activities.

Course	Study Skills	Career Exploration
_____	1 2 3 4 5	1 2 3 4 5
_____	1 2 3 4 5	1 2 3 4 5
_____	1 2 3 4 5	1 2 3 4 5
_____	1 2 3 4 5	1 2 3 4 5
_____	1 2 3 4 5	1 2 3 4 5
_____	1 2 3 4 5	1 2 3 4 5
_____	1 2 3 4 5	1 2 3 4 5

6. List the professional growth activities you participated in during 1985-86.

In-building activities	Number of in-building sessions attended
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(OVER)

4. List the unit (topics) covered in your T/A during the 1985-86 academic year in the following categories:

Course/vocational selection:

_____

_____

_____

_____

_____

Test/school achievement:

_____

_____

_____

_____

_____

Orientation:

_____

_____

_____

_____

_____

_____

Personal growth/problems:

_____

_____

_____

_____

_____

_____

Others:

_____

_____

_____

_____

_____

_____

_____

TRANSITIONAL SCHOOL EVALUATION

Teacher Survey

1. School_____

2. Listed below are the exploratory courses offered at one or more of the transitional schools in the Des Moines Community School District. Please indicate on a scale of 1-5, the extent to which you believe these courses contribute to the exploratory experience of transitional school students (1= does not contribute at all, 5= makes an important contribution).

Course	Grade Offered	Scale 1 2 3 4 5	Comments
Art	6, 7, 8	1 2 3 4 5	
Home Economics	6, 7, 8	1 2 3 4 5	
Industrial Technology	6, 7, 8	1 2 3 4 5	
Music			
General Music	6, 7, 8	1 2 3 4 5	
Chorus	6, 7, 8	1 2 3 4 5	
Instrumental Music	6, 7, 8	1 2 3 4 5	
Creative Drama/Speech	6, 8	1 2 3 4 5	
Intro to Computers	7	1 2 3 4 5	
Foreign Language	7, 8	1 2 3 4 5	
Media	8	1 2 3 4 5	
Independent Reading	8	1 2 3 4 5	
Intro to Business	8	1 2 3 4 5	

3. What grades are represented in your T/A group?

_____6 only _____6 and 7 _____Not Applicable

_____7 only _____7 and 8

_____8 only _____6 and 8

(OVER)

In district activities	Number of sessions attended

7. Did the staff development experiences adequately meet the needs of the transitional school staff? ____Yes ____No

8. What staff development activities would you like to see offered?

9. Listed below are the goals of the transitional school program. Please indicate (on a scale of 1-5) the importance of each goal to the program and the extent to which each goal was accomplished by the program.

	Importance					Accomplished				
	Not important				Very important	Not Accomplished				Successfully Accomplished
Goal	1	2	3	4	5	1	2	3	4	5
1. A comprehensive and developmental program in basic skills using a variety of learning experiences with a curriculum design based on the stated objectives for each discipline.	1	2	3	4	5	1	2	3	4	5
2. An exploratory program that enables each student to explore interests and to develop abilities in such areas as music, art, industrial arts, home economics, business, creative drama, speech, and foreign lanuage.	1	2	3	4	5	1	2	3	4	5

Goal	Importance (Not important 1 2 3 4 5 Very important)	Accomplished (Not Accomplished 1 2 3 4 5 Successfully Accomplished)
3. Advisory programs to assist students with self-expression and decision-making; to prepare them to make appropriate educational, recreational, and career choices.	1 2 3 4 5	1 2 3 4 5
4. A unique atmosphere and program that differs from elementary and high school to emphasize a variety of co-curricular activities appropriate for this age.	1 2 3 4 5	1 2 3 4 5
5. Flexible scheduling, interdisciplinary and disciplinary teaming, and a variety of instructional groupings to enhance effective instruction at all levels.	1 2 3 4 5	1 2 3 4 5
6. A staff that is caring, competent in teaching skills, and cognizant of the special nature of early adolescence.	1 2 3 4 5	1 2 3 4 5
7. A variety of teaching strategies to match the specific learning styles of students.	1 2 3 4 5	1 2 3 4 5
8. Guidance experiences to develop attitudes and knowledge needed to plan future educational choices, assume responsible citizenship, and promote growth of self-discipline, self-motivation, and appreciation of self and others.	1 2 3 4 5	1 2 3 4 5

(OVER)

Goal	Importance (Not important 1 2 3 4 5 Very important)	Accomplished (Not Accomplished 1 2 3 4 5 Successfully Accomplished)
9. The infusion of study skills and career education into all subject areas.	1 2 3 4 5	1 2 3 4 5
10. Special classes to meet individual educational and emotional needs of students.	1 2 3 4 5	1 2 3 4 5
11. Ongoing professional growth activities for all staff in the transitional school based upon perceived needs.	1 2 3 4 5	1 2 3 4 5
12. An annual evaluation of all transitional schools to assess the delivery of the educational services described in this report.	1 2 3 4 5	1 2 3 4 5

10. Please describe the strengths of the Transitional School Program.

11. Please describe the weaknesses of the Transitional School Program.

12. Please note any recommendations to improve the Transitional School Program.

TRANSITIONAL SCHOOL EVALUATION

Parent Survey

1. Please indicate the transitonal school your child attends.

_____Brody	_____Hiatt	_____Merrill
_____Callanan	_____Hoyt	_____Weeks
_____Goodrell	_____McCombs	_____Other (specify)_____
_____Harding	_____Meredith	

2. Listed below are the exploratory courses offered at one or more of the transitional schools in the Des Moines Cmmunity School District. Please indicate on a scale of 1-5 the extent to which you believe these courses contribute to the exploratory experience of transitional school students (1= does not contribute at all, 5= makes an important contribution).

Course	Grade Offered	Scale 1	2	3	4	5	Comments
Art	6, 7, 8	1	2	3	4	5	
Home Economics	6, 7, 8	1	2	3	4	5	
Industrial Technology	6, 7, 8	1	2	3	4	5	
Music							
General Music	6, 7, 8	1	2	3	4	5	
Chorus.	6, 7, 8	1	2	3	4	5	
Instrumental Music	6, 7, 8	1	2	3	4	5	
Creative Drama/Speech	6, 8	1	2	3	4	5	
Intro to Computers	7	1	2	3	4	5	
Foreign Language	7, 8	1	2	3	4	5	
Media	8	1	2	3	4	5	
Independent Reading	8	1	2	3	4	5	
Intro to Business	8	1	2	3	4	5	

3. Listed below are the goals of the transitional school program. Please indicate (on a scale of 1-5) the importance of each goal to the program and the extent to which each goal was accomplished by the program.

	Importance					Accomplished				
	Not important				Very important	Not Accomplished				Successfully Accomplished
Goal	1	2	3	4	5	1	2	3	4	5
1. A comprehensive and developmental program in basic skills using a variety of learning experiences with a curriculum design based on the stated objectives for each discipline.	1	2	3	4	5	1	2	3	4	5
2. An exploratory program that enables each student to explore interests and to develop abilities in such areas as music, art, industrial arts, home economics, business, creative drama, speech, and foreign lanuage.	1	2	3	4	5	1	2	3	4	5
3. Advisory programs to assist students with self-expression and decision-making; to prepare them to make appropriate educational, recreational, and career choices.	1	2	3	4	5	1	2	3	4	5
4. A unique atmosphere and program that differs from elementary and high school to emphasize a variety of co-curricular activities appropriate for this age.	1	2	3	4	5	1	2	3	4	5

Goal	Importance: Not Important 1	2	3	4	Very Important 5	Accomplished: Not Accomplished 1	2	3	4	Successfully Accomplished 5
5. A staff that is caring, competent in teaching skills, and cognizant of the special nature of early adolescence.	1	2	3	4	5	1	2	3	4	5
6. A variety of teaching methods that match the specific learning styles of students.	1	2	3	4	5	1	2	3	4	5
7. Guidance and counseling experiences to develop attitudes and knowledge needed to plan future educational choices, assume responsible citizenship, and promote growth of self-discipline, self-motivation, and appreciation of self and others.	1	2	3	4	5	1	2	3	4	5
8. Teaching study skills and career education in all subject areas.	1	2	3	4	5	1	2	3	4	5

4. Please describe <u>one</u> strength of the Transitional School Program.

5. Please describe <u>one</u> weakness of the Transitional School Program.

6. Please provide <u>one</u> recommendation to improve the Transitional School Program.

TRANSITONAL SCHOOL EVALUATION

Administrator Survey

1. Listed below are the goals of the transtional school program. Please indicate (on a scale of 1-5) the importance of each goal to the program and the extent to which each goal was accomplished by the program.

	Importance					Accomplished				
	Not important				Very important	Not Accomplished				Successfully Accomplished
Goal	1	2	3	4	5	1	2	3	4	5
1. A comprehensive and developmental program in basic skills using a variety of learning experiences with a curriculum design based on the stated objectives for each discipline.	1	2	3	4	5	1	2	3	4	5
2. An exploratory program that enables each student to explore interests and to develop abilities in such areas as music, art, industrial arts, home economics, business, creative drama, speech, and foreign lanuage.	1	2	3	4	5	1	2	3	4	5
3. Advisory programs to assist students self-expression and decision-making; to prepare them to make appropriate eductional, recreational, and career choices.	1	2	3	4	5	1	2	3	4	5
4. A unique atmosphere and program that differs from elementary and high school to emphasize a variety of co-curricular activities appropriate for this age.	1	2	3	4	5	1	2	3	4	5

Goal	Importance (Not important 1 2 3 4 5 Very important)	Accomplished (Not Accomplished 1 2 3 4 5 Successfully Accomplished)
5. Flexible scheduling, interdisciplinary and disciplinary teaming, and a variety of instructional groupings to enhance effective instruction at all levels.	1 2 3 4 5	1 2 3 4 5
6. A staff that is caring, competent in teaching skills, and cognizant of the special nature of early adolescence.	1 2 3 4 5	1 2 3 4 5
7. A variety of teaching strategies to match the specific learning styles of students.	1 2 3 4 5	1 2 3 4 5
8. Guidance experiences to develop attitudes and knowledge needed to plan future educational choices, assume responsible citizenship, and promote growth of self-discipline, self-motivation, and appreciation of self and others.	1 2 3 4 5	1 2 3 4 5
9. The infusion of study skills and career education into all subject areas.	1 2 3 4 5	1 2 3 4 5
10. Special classes to meet individual educational and emotional needs of students.	1 2 3 4 5	1 2 3 4 5

Goal	Importance: Not important 1	2	3	4	Very important 5	Accomplished: Not Accomplished 1	2	3	4	Successfully Accomplished 5
11. Ongoing professional growth activities for all staff in the transitional school based upon perceived needs.	1	2	3	4	5	1	2	3	4	5
12. An annual evaluation of all transitional schools to assess the delivery of the educational services described in this report.	1	2	3	4	5	1	2	3	4	5

TRANSITIONAL SCHOOL EVALUATION

Student Survey

A. Please complete the following:

1. School_____ 2. Grade_____

3. Sex: ____Male ____Female

4. Listed below are courses designed to allow you to explore your interests and abilities. Check which courses you have taken this year.

6th Grade	7th Grade	8th Grade
_____ Art	_____ Art	_____ Art
Home	Home	Home
_____ Economics	_____ Economincs	_____ Economics
Industrial	Industrial	Industrial
_____ Technology	_____ Technology	_____ Technology
_____ General Music	_____ General Music	_____ General Music
_____ Chorus	_____ Chorus	_____ Chorus
_____ Instrumental	_____ Instrumental	_____ Instrumental
Music	Music	Music
_____ Creative	_____ Intro. to	_____ Intro. to
Drama and	Computers	_____ Business
_____ Speech	_____ Intro. to	_____ Drama
	_____ Foreign Lang.	_____ Media
		Independent
		_____ Reading
		_____ Spanish or French

5. Are there other interests you would like to study (Please list)?

6. List the T/A (home room) activities or topics that you liked the best during the 1985-86 school year.

7. Are there other topics you would like to discuss in the T/A or homeroom (Please list)?

8. Would your rather...

   a. _____meet with your T/A or home room every day

      OR

      _____ spend the time in your regular classes?

   b. _____ meet with your home room every day

      OR

      _____ spend the time in intermural activities?

9. List the athletic teams, clubs, and organizations offered at your school that you participated in this year.

10. Are there other athletic teams, clubs, or organizations that you would like to see offered (Please list)?

B. Please indicate your reaction to the following statements as they relate to your school. There are obviously no right or wrong answers. Please answer honestly and thoughtfully.

Please use the following code to note your reactions and circle the letter at the left:

A = Agree U = Uncertain D = Disagree

A	U	D	1.	Teachers in general are easy to talk to.
A	U	D	2.	Teachers are available to help students both during and after regular school hours.
A	U	D	3.	Teachers rarely embarrass students in front of the class.
A	U	D	4.	Teachers can usually call each student in class by name.
A	U	D	5.	Many teachers know "how to take a joke".
A	U	D	6.	Teachers recognize that students have a number of classes to prepare for.
A	U	D	7.	Teachers in general treat all students the same.
A	U	D	8.	In general, students are directly involved in most of the work that goes on in the classroom, with few classes being devoted completely to lecturing or talking by the teacher.
A	U	D	9.	Most teachers use a variety of teaching methods to make sure all students understand the lessons.
A	U	D	10.	Counselors are easy to talk to.
A	U	D	11.	Most students trust counselors to keep personal information to themselves.
A	U	D	12.	Counselors are usually available to help students in a time of need.
A	U	D	13.	Most students find counselors very helpful with personal problems.
A	U	D	14.	Most students find counselors very helpful when scheduling classes.

A U D 15. Most counselors are good resources for career exploration.

A U D 16. It is easy for students in this school to meet with the principal.

A U D 17. The administrators at your school (e.g., the principal and assistant prinipals) are easy to talk to.

A U D 18. The administrators at your school seem to understand and like young people.

A U D 19. In general, administrators ask for student input when making decisions that directly involve students.

A U D 20. Most students are satisfied with the variety of extracurricular and/or cocurricular activities offered at this school.

A U D 21. Most students feel comfortable participating in the student activities of their choice.

A U D 22. Student activities are sponsored by qualified adults.

A U D 23. Most of the classes in this school are interesting.

A U D 24. Most students are satisfied with the variety of courses offered at this school.

TRANSITIONAL SCHOOL EVALUATION

Counselor Survey

1. School_____

2. Indicate your involvement with the Teacher/Advisory program (check all that apply).

____T/A Instructor	_____Staff support
____Development consultant	_____Train staff
____Other (specify)_____	

3. Estimate the amount of time (i.e., %) you spent engaged in the following activities during 1985-86:

Activity	%
T/A	_____
Individual Counseling:	
6 grade	_____
7 grade	_____
8 grade	_____
Group Counseling:	
6 grade	_____
7 grade	_____
8 grade	_____
Mixed grades	_____

4. Describe strengths of the following components of the transitonal school program:

A. Teacher/Advisor

B. Guidance

5. Describe weaknesses of the the following aspects of the transitonal school program:

A. T/A

B. Guidance

6. List recommendations for the following aspects of the transtional school program:

A. T/A

B. Guidance

7. List the professional growth activities you participated in during 1985-86.

In building activities	No. in building sessions attended
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In district activities	No. sessions attended
_____	_____
_____	_____
_____	_____

8. Did the staff development experiences adequately meet the needs of the transitional school staff? _____Yes _____No

9. What staff development activities would you like to see offered?

APPENDIX G

RESULTS FROM STUDENT SURVEY - 1986
PART B

RESULTS FROM STUDENT SURVEY - 1986
PART B

ITEM	N	AGREE n	AGREE %	UNCERTAIN n	UNCERTAIN %	DISAGREE n	DISAGREE %
1. Teachers are easy to talk to.	5403	1742	32.2	2393	44.3	1268	23.5
2. Teachers are available to help students both during and after regular school hours.	5394	3392	62.9	1386	25.7	616	11.4
3. Teachers do not embarrass students in front of class.	5398	633	11.7	1263	23.4	3502	64.9
4. Teachers can call each student in class by name.	5403	4601	85.1	554	10.2	253	4.7
5. Teachers know "how to take a joke."	5369	800	14.9	2101	39.1	2468	46.0
6. Teachers recognize that students have a number of classes to prepare for.	5349	1544	28.9	1855	34.7	1950	36.5
7. Teachers treat all students the same.	5386	837	15.5	1165	21.6	3384	62.8
8. Students are directly involved in most of the work that goes on in the classroom with few classes being devoted completely to lecturing or talking by the teacher.	5357	2014	37.6	2632	49.1	711	13.3
9. Teachers use a variety of teaching methods to make sure all students understand the lessons.	5380	3164	58.8	1407	26.2	809	15.0
10. Counselors are easy to talk to.	5382	2954	54.9	1604	29.8	824	15.3
11. Students trust counselors to keep personal information to themselves.	5374	2978	55.4	1611	30.0	785	14.6
12. Counselors are available to help students in a time of need.	5391	3648	67.7	1279	23.7	464	8.6
13. Students find counselors very helpful with personal problems.	5386	2376	44.1	2298	42.7	712	13.2
14. Students find counselors very helpful with scheduling classes.	5379	3824	71.1	1155	21.5	400	7.4
15. Counselors are good resources for career exploration.	5293	2523	47.7	2350	44.4	420	7.9
16. It is easy for students in this school to meet with the principal.	5295	1634	30.9	2104	39.7	1557	29.4
17. The administrators at your school (e.g , the principal and assistant principals) are easy to talk to.	5263	1707	32.4	2056	39.1	1500	28.5
18. The administrators at your school understand and like young people.	5266	2053	39.0	2391	45.4	822	15.6
19. Administrators ask for student input when making decisions that directly involve students.	5255	1911	36.4	2343	44.6	1001	19.0
20. Students are satisfied with the variety of extracurricular and/or cocurricular activities offered at this school.	5268	2010	38.2	2035	3816	1223	23.2
21. Students feel comfortable participating in the student activities of their choice.	5275	3592	68.1	1270	24.1	413	7.8
22. Student activities are sponsored by qualified adults.	5267	2566	48.7	2123	40.3	578	11.0
23. The classes in this school are interesting.	5210	1767	33.9	1750	33.6	1693	32.5
24. Students are satisfied with the variety of courses offered at this school	5261	1947	37.1	1989	37.9	1315	25.0

APPENDIX H

MEAN FREQUENCIES OF TEACHING STRATEGIES
OBSERVED BY PRINCIPALS
1985-86

MEAN FREQUENCIES OF TEACHING STRATEGIES OBSERVED BY PRINCIPALS - 1985-86
(1 = not used; 5 = used frequently)

STRATEGY CATEGOCY SPECIFIC STRATEGY	MEAN FREQUENCY	PERCENT OF MAJOR CATEGORY
Presentation Strategies		53.4
1. Teacher-led presentation strategies:		20.2
a. question and answer	4.4	
b. lecture	3.0	
c. demonstration	3.2	
d. reviewing	3.7	
e. discussion	3.8	
f. other (specify) _____	0.0	
2. Student-led presentation strategies:		13.9
a. question and answer	2.3	
b. lecture	1.6	
c. demonstration	3.0	
d. reviewing	2.2	
e. discussion	3.0	
f. other (specify) _____	0.4	
3. Supplemental presentation strategies:		19.3
a. films	3.0	
b. A.V.	3.3	
c. charts	3.0	
d. speakers (other than students)	2.9	
e. field trips	2.3	
f. computers	2.8	
g. other (specify) _____	0.0	
Practice Strategies		46.6
1. Guided group practice strategies:		19.0
a. guided note taking	2.7	
b. small group	3.4	
c. laboratory	2.6	
d. rehearsals	2.8	
e. role-play	2.2	
f. drill	3.3	
g. others (specify) _____	0.0	
2. Individual practice strategies:		27.6
a. individual help	4.7	
b. seat work	3.8	
c. workbooks	2.8	
d. library work	3.4	
e. recitals	1.7	
f. supervised study	3.0	
g. learning centers	2.1	
h. quizzes and tests	3.3	
i. others (specify) _____	0.0	